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ABSTRACT

This volume contains descriptions of 62 library programs that have been identified as being exemplary in one of the following program topic areas: (1) services to populations without library or media centers; (2) services to populations with inadequate library/media centers; (3) services to special populations, including the disadvantaged, handicapped, institutionalized, and elderly; (4) models for planning and provision of services to a community; (5) community information and referral services; (6) innovative and effective uses of technology to expand or increase services; (7) regional library resource centers; (8) instruction in literacy; (9) library education, training, and the re-training of librarians; (10) new techniques for disseminating information about library resources to the research community; (11) formal institutional agreements linking library or media centers of all types, including those in the public sector; (12) programs that teach students how to gather, evaluate, and use information available through libraries; (13) models for joint library/teacher involvement in student learning; and (14) public library facilities that are functionally efficient and conducive to learning. School, school system, public, and academic libraries are represented. A program review checklist of evaluation criteria is included, and the appendix provides definitions and criteria for specific topic areas. (MES)

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Library Program Models

IR052146

Office of Educational Research and Improvement
U.S. Department of Education

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Check This Out:
Library Program Models

Prepared by:

Andrew J. Seager
Sarah J. Roberts
Carol Z. Lincoln

of

RMC Research Corporation
400 Lafayette Road
Hampton, New Hampshire 03842

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July 1987

LP 87-403c

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Anne J. Mathews
Director

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FOREWORD

The practice of librarianship encourages the examination of ideas, as well as the delivery of programs and services. Libraries which have proven that their ideas work and have successfully tested their programs, are described in Check This Out: Library Program Models. These exemplary library programs and media centers were chosen for their unique qualities and replicability in other environments. This book will be a useful resource for librarians and media center specialists seeking creative ways to provide excellent services.

A survey of the programs described shows the great variety of needs a library or media center can address: increasing parental involvment in their children's learning, developing self-reliant information skills, literacy tutoring, conducting homework clinics, and cooperative curriculum development. This book provides many new and innovative ideas.

Another important purpose of this summary is to encourage librarians and media center specialists to evaluate the responsiveness and success of their own programs. We believe that Check This Out: Library Program Models will be a positive force in improving library and media center programs across the country.

Anne J. Mathews
Anne J Mathews
Director
Library Programs

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ACKNOWLEDGEMENTS

The success of the search for exemplary library programs and media centers has depended upon the active involvement of many people throughout the nation. We wish to acknowledge all those who nominated programs, and program directors who responded to requests for comprehensive information on the programs which were nominated, whether their programs were finally selected for inclusion in this document or not.

The search for programs, the review of nominations and the development of this document was directed by a liaison group consisting of representatives of the National Diffusion Network and the Division of Library Programs and consisting of the following people, all within the Office of Educational Research and Improvement of the U.S. Department of Education:

Yvonne Carter
  Administrative Librarian, Office of Library Programs

Ronald Cartwright
  Program Officer, Recognition Division

Anne J. Mathews,
  Director of Library Programs

Margaret McNeely,
  Program Officer, Recognition Division

Jean Narayanan,
  Team leader, Recognition Division

Trish Skaptason
  Administrative Librarian, Office of Library Programs

Louise Sutherland,
  Administrative Librarian, Office of Library Programs

Trish Skaptason was the departmental contact person for this activity and put many hours into making it a success. Yvonne Carter assisted with the organization of the review team process, and provided wise advice at all stages. Nancy Bolt researched and drafted the criteria contained in the Appendix.

INTRODUCTION

WHY *CHECK THIS OUT* WAS WRITTEN:

This document is the product of a series of activities funded by the Recognition Division of the United States Department of Education in order to promote linkages between the National Diffusion Network (NDN) (a national network within the Recognition Division responsible for disseminating exemplary educational programs) and the library community. Few library programs are formally part of the NDN, one reason being that libraries seldom collect the type of evaluation data currently necessary to demonstrate that they are exemplary within the guidelines required by the NDN. Clearly, libraries would not change their evaluation procedures within the life of a two-year contract. *Check This Out* emerged as a way of collecting information on the ways in which library programs are currently evaluated and disseminating information about library programs.

An additional intent of the activity was to encourage evaluation of library programs. A key to responsible dissemination, to which the NDN adheres, is the knowledge that a program which is promoted is efficacious and that it will yield similar results if properly implemented in another setting. It is necessary to know that the program has a real impact, and that the impact is not simply the result of the efforts of a talented individual or a unique staff who would make any program a success.

Check This Out contains descriptions of discrete programs rather than of complete libraries. The programs were chosen by an expert panel for dissemination both to librarians, and to anyone interested in improving library practice. Readers may measure their own programs against these models, gain ideas for improving their practices, or obtain direct assistance in replicating one of the programs suggested here. The descriptions are intended to give enough information for readers to make a preliminary decision about their interest in adopting or adapting the program. Should you wish additional information, it will be necessary to contact the program directly.

THE PROCESS:

The programs included in *Check This Out* were identified through a national search that had three stages: nomination of candidate programs, collection of program data, and review by an expert panel to select the exemplary programs. The procedures, and criteria by which programs were selected were determined by a coordinating group chaired by the contractor and consisting of representatives of the Recognition Division and Division of Library Programs in the Department of Education. The contractor sought suggestions on which to base recommendations to this group from the library community through a series of personal and telephone interviews.

Fourteen different topic areas were selected under which library or media center programs could be nominated to the search for model programs. The list for these was derived from the needs of the NDN and the types of library programs which the United States Department of Education funds. These sources include Title 2 of the Higher Education Act, Chapter 2 of the Education Consolidation and Improvement Act, and the Library Services and Construction Act (L.S.C.A.). The selected program areas reflected in the Search were the following:

- Services to populations without library or media centers.
- Services to populations with inadequate library/media centers.
- Services to special populations, including the disadvantaged, handicapped, institutionalized and elderly.
- Models for planning and provision of services to a community.
- Community information and referral services.
- Innovative and effective uses of technology to expand or increase services.
- Regional library resource centers.
- Instruction in literacy.
- Library education, training, and the re-training of librarians.
- New techniques for disseminating information about library resources to the research community.
- Formal institutional agreements linking library or media centers of all types, including those in the public sector.
- Programs which teach students how to gather, evaluate and use information available through libraries.
- Models for joint library/teacher involvement in student learning.
- Public library facilities which are functionally efficient and conducive to learning.

The nomination process was designed to encourage as many nominations as possible, and notices of the search effort were disseminated through multiple channels. Chief Officers of State Libraries, L.S.C.A. Coordinators and Title II Coordinators in each of the fifty states were sent letters inviting them to nominate programs directly, or to invite others to do the same. Similar letters were sent to all the Heads of the Divisions of the American Library Association. The editors of fourteen journals in the library field were asked to announce the search and to invite readers to request further information from the contractor.

During the data-gathering phase, all of the 165 programs that had been nominated were asked to provide available documentation on their goals, procedures, and evidence of effectiveness. Materials provided included program proposals, reports, budgets, and publicity materials, as well as slides, photographs, and videotapes illustrating program operation. These materials were reviewed to ensure that each program had complete information under each of the criterion headings (see the Program Review Checklist later in this section). Telephone interviews were conducted with all project directors to fill in gaps and clarify information. The assembled data for each program were reviewed by members of the expert panel in order to select the exemplary programs included in this catalog.

The criteria for determining which programs should be included in *Check This Out* evolved during the contract. As a first step, a series of criteria were developed to define clearly each of the topic areas within which library programs would be considered and to specify the necessary components of programs in each category as defined by the relevant professional library organizations. (An edited version of this document is included in the Appendix.) This information was integrated with the basic criteria established for determining if a program qualifies for inclusion in the NDN, although they were not defined as strictly as they are in that setting. The outcome was a separate review form for each of the topic areas, and these were used by the review panel as an objective guide to help determine which programs should be included in *Check This Out*.

REVIEWERS:

Every program was reviewed by a team of reviewers from a panel consisting of:

Dorothy Blake,
Coordinator of Planning & Media Utilization,
Atlanta Public Schools, Atlanta, GA

Patricia Senn Breivik,
Director of the Auraria Library, University of
Colorado, Denver, CO

Mary DeButts,
Consultant, District of Columbia Public Schools,
Washington, DC

Mary De Weaver,
Consultant, Allen Corporation of America,
Washington, DC

Barbara Greenberg,
Program Officer, Programs for the Improvement
of Practice, U.S. Department of Education,
Washington, DC

Jane Heiser,
Literacy Resources Librarian, Enoch Free Library,
Baltimore, MD

Milbrey Jones,
Librarian, U.S. Department of Education,
Washington, DC

Karen Lycan,
Librarian, Alexandria Public Schools,
Alexandria, VA

Jacqueline Mancall,
Associate Professor, Drexell University,
Philadelphia, PA

Mary Stewart Mason,
Supervisor of School Media and Text Books, Virginia
State Department of Education, Richmond, VA

Paula Montgomery,
Chief, School Media Services, Maryland Department
of Education, Baltimore, MD

Jacqueline Morris,
Assistant Director, Federal Resources & School
Improvement, Indiana Department of Public Instruction,
Indianapolis, IN

Jeanne Plitt,
Director, Alexandria Library, Alexandria, VA

Lelia Saunders,
Librarian, Arlington County Public Library,
Arlington, VA

Paula Cooke Schaffner,
Children & Young Adult Specialist, Geneva Public
Library, Geneva, NY

Robert Thomas,
Education Program Specialist, Center for
Statistics, U.S. Department of Education,
Washington, DC

THE OUTCOME

Sixty-two programs were selected for description and dissemination. They do not necessarily represent the best programs of their type in the nation: there was no attempt to make sure that every outstanding program in the nation was nominated. No programs were selected in some topic areas, and this certainly does not mean that there are none in the field which merit dissemination. Yet these programs do represent ideas and approaches which, if more widely applied, would improve the scope and quality of library services.

HOW TO USE THIS BOOK:

Check This Out has been arranged to accommodate those who wish to skim the entire choice of programs within a section, for those who wish to look at only those within one of the service topic areas around which the nomination and evaluation process was organized, and to provide information on program planning and evaluation. The following will orient you to each of these:

- The *Guide To Topic Areas* lists programs by the topic area for which they were chosen. If you are interested in a single topic area, such as Community Information and Referral Services for instance, you may locate programs directly from this list.
- The *Checklist* is intended to provide a short set of criteria with which to evaluate a program you may wish to replace or modify with ideas from *Check This Out*, or to review a program to determine if there are components which are missing or need modification.
- The Appendix is a synopsis of the definitions and criteria which served as an information base from which the evaluation instruments for the Search for Exemplary Library and Media Center programs were built. They are included here as a reference. They may also be used as a more extensive set of program development or evaluation guidelines than the *Checklist* for anyone working with a program in one of the topic areas covered by this search.

Information on each program has been updated to ensure accuracy at the time of publication. It may change over time, however. In addition, the information on dissemination services does not include any cost for services. Program directors may charge for the materials listed, as well as for any consulting services they might offer.

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Poetry Concert, Milwaukee, Wisconsin......................... 209
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PROGRAM REVIEW CHECKLIST

The program review criteria which follow are based upon those developed to evaluate programs nominated to the Search for Exemplary Library and Media Center Programs. They are included to help you review programs of your own to see how they match against the same criteria.

We suggest that you take the time to review any program for which you are responsible. Not only will the checklist help you see how the program measures up against this set of criteria, you may use it to create guidelines for improving the program or as a starting point for generating ideas for program improvement. Finally, it will give you an idea of the strengths and weaknesses of your own program, and create an agenda which you can use as you peruse *Check This Out* in search of program ideas.

If you are able to allocate the time to the activity, we recommend that you involve several or all program staff. This might be achieved at a regular staff meeting, for instance, at which you establish a time limit for discussion. You can use the checklist to focus open and constructive discussion of your program's current status. We recommend that you take the time to use it to review all the library services you offer before searching for program ideas in the description section of *Check This Out*.

Following the checklist is a list of programs which demonstrate ways in which each of the key terms selected have been put into practice. If you would like examples of how others have carried out a needs assessment, for instance, you may review those programs listed under that key term. For those who wish further reading related to the *Checklist*, Morris, L.L. & Fitz-Gibbon, C.T. 1978. **How to design a program evaluation.** Beverly Hills, CA: Sage Publications, is a useful resource.

THE CHECKLIST

NEED:

- Is the target audience clearly defined?
- Is the need for the program clearly and adequately documented?

GOALS AND OBJECTIVES:

- Do the program objectives specifically address the provision of services to the target population?
- Are the program objectives measurable or demonstrable?

PROGRAM DESIGN:

- Does the program represent a logical, efficient, and effective method of serving the target population?
- Does the program adequately address all known barriers which might prevent the target population from using it?

COOPERATION:

- Does the program provide procedures for planning and cooperating with relevant agencies, organizations and other school or community groups which represent, serve or work with the target population?

COLLECTION:

- Has the collection, or other materials related to the program, been developed with the needs of the target audience in mind?

COST:

- Are accurate figures of the cost of the program readily accessible?
- Is the program cost-effective compared to alternative approaches to serving the same population?

EVALUATION:

- Was there an evaluation of the implementation of the program, including its impact on staff, other programs, and clients?
- Was the evaluation of the implementation of the program used to confirm or modify program objectives, or the way in which it was implemented?
- Was there an evaluation of the extent to which the program met its objectives?
- If positive changes were documented, were they large enough to be important?
- Did the evaluation control for factors other than the program itself which could have contributed to the changes measured?

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SECTION I
ELEMENTARY AND MIDDLE SCHOOL PROGRAMS

A. Enhancing the Curriculum with Media Skills

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Media center offers a program of special tutoring to help migrant students succeed in training

Flexible Media Program, Sullivan's Island, S. Carolina...... 21
Students learn library skills at stations while special programs emphasize creativity and fun

The Library as A Classroom, Sea Girt, New Jersey............ 25
Media program enriches a school with Great Books, philosophy, art museums, and more

Nanaikapono Elementary School Library, Waianae, Hawaii....... 29
A librarian-initiated program provides enrichment for classroom and home

Reading Incentive Program, Lakeland, Florida................ 33
Rewarding students who read at home

Rolling Ridge Program of Media Excellence, Olathe, Kansas.... 37
Media program helps prepare students for lifelong learning

Teaming for Learning, Tarrant, Alabama...................... 41
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Laughlin Media Center, Summerfield, N. Carolina............. 53
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Oak Grove Resource Center, Bloomington, Minnesota........... 57
A laboratory for learning independent study and research skills

C. Innovative Services

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A school library program for introducing parents to the books their teenage children are reading

Carillo Heritage Center, Tucson, Arizona.................... 65
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Children's and Young Adult Author Program, Shawnee Mission, Kansas.. 165
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DIRECTED TUTORING APPROACH TO INCREASE READING COMPREHENSION
ROSENWALD ELEMENTARY SCHOOL
SOUTH BAY, FLORIDA

"Media center offers a program of special tutoring to help migrant students succeed in reading"

At Rosenwald Elementary School in south central Florida, 40 percent of the students are migrants or immigrants; 96 percent come from families earning under $10,000 a year. They start school with special disadvantages in language and reading; 99 percent are from racial minorities, and many come from non-English speaking homes. In 1984 Rosenwald's media specialist devised a special program to assist the first-grade Chapter 1 teachers in improving the reading and comprehension skills of the lowest-performing students.

A MEDIA CENTER EXPERIMENT:

The program was originally implemented as an experiment to see whether the audiovisual and computerized tutoring methods used in the media center would be more effective than the regular classroom methods. Twenty-six children were identified who scored in the lowest quartile on the Stanford Achievement Test in reading. Half of these were assigned to the experimental group and the rest formed the control group. Both groups received the same amount of instruction.

Children in the experimental group were scheduled into the media center from 9:00 to 9:45 three days a week for six weeks, while the control group remained in their regular classes for reading instruction. The directed tutoring program emphasized listening and comprehension skills, and was based on the following premises: (1) the traditional program used in the past had not substantially improved their performance; (2) their particular needs would best be served by an audiovisual tutoring approach that would help them to work in an atmosphere of permissiveness and awareness; and (3) success of the program would enhance their further achievement in reading and listening comprehension.

INSTRUCTIONAL STRATEGY:

Based on the Directed Inquiry Audiovisual Activity method, the program involved teacher and students in a questioning sequence: "What? Where? When? How?" Instruction was based upon diagnosis of individual student needs, and progress was monitored using teacher-made criterion-referenced tests for each lesson. Weekly individual student work sheets were provided for the teacher, and weekly conferences were held between the teacher and media specialist to discuss each student's work.

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USING AN AUDIOVISUAL APPROACH:

The directed audiovisual tutoring approach was chosen because it gave each child individual assistance. It was envisioned as an ideal way of providing instruction that induced active involvement and systematically built up more complex skills from simpler ones. Audiovisual media employed in the tutoring included television, the computer, and teacher-made audio tapes. The program also provided personalized reading instruction in learning centers.

The media specialist made use of computer equipment and materials already present in the school, incorporating into the tutoring program the Audio Reading unit developed by Computer Curriculum Corporation. Audio Reading for Grades 1 and 2 is an individualized drill-and-practice program for reading skills. It uses a digital speech system to direct students through the exercises. The computer keeps track of student time on task, exercises done correctly, and completion of activities.

Audiotapes, like the example shown here, are designed to involve students in enjoyable activities that help build listening and comprehension skills.

Title: ARE YOU LISTENING
(Teacher Made Tape)

Directions for Tape

Listen carefully and place the pictures as directed.

1. Place the football beside the helmet.
2. Place the helmet over the baseball bat.
3. Place the football under the baseball bat.
4. Place the baseball bat between the football and the helmet.
5. Place the helmet above the football.
6. Place the football below the baseball bat.
7. Place the baseball bat before the helmet.
8. Place the helmet after the baseball bat.
9. Place the football on the helmet.
10. Place the helmet next to the football.
11. Place the baseball bat in the middle of the desk.
12. Place the baseball bat away from the football.

STAFFING AND COSTS:

The program is staffed by one library media specialist and one media aide, whose salaries are part of the regular school budget and thus create no added costs. Supplies, books, printing, software, and non-consumable audiovisual materials cost approximately $10,000.

RESULTS OF THE EXPERIMENT:

Both experimental and control groups were pre- and post-tested with the Stanford Achievement Test. Their scores were roughly equivalent before the program, but on the post-test the experimental group scored higher. These results were encouraging enough to prompt continuation of the program.

CONTACT: Annie Ruth Russell
Media Specialist
Rosenwald Elementary School
1321 Palm Beach Road
South Bay, FL 33493

TELEPHONE: (305) 996-1436

ESSENTIAL PROGRAM ELEMENTS:

- Pull-out tutoring program conducted in media center
- Directed inquiry audiovisual teaching method
- Use of computerized instruction
- Regular reporting to classroom teacher

DISSEMINATION SERVICES:

- Program description and sample materials
- Visits by arrangements

FUNDING SOURCES:

- Chapter 1, Education Consolidation and Improvement Act
- Local school funds

FLEXIBLE MEDIA PROGRAM
SULLIVAN'S ISLAND ELEMENTARY SCHOOL
SULLIVAN'S ISLAND, SOUTH CAROLINA

"Students learn library skills at stations while special programs emphasize creativity and fun"

In 1980 Sullivan's Island Elementary School began a new library program dedicated to giving each student communication, library and research skills in a setting which promotes positive self concept. In order to create such a program, the staff decided to modify the closed schedule that existed at the school, allowing flexibly scheduled library access for students according to their needs and interests. The result -- a mixture of scheduled and prescribed library instruction with additional "open" library time and creative activities -- has won the support of teachers, students, and parents, and has gained recognition across the State.

LIBRARY SKILLS "STATIONS":

Every class in the school (which serves 325 students in grades K-5) is scheduled for library at a set time for 40 minutes per week. Additional class time is available upon request of the teachers. Library skills instruction is based upon the "stations" approach described in "The Now Library" by Mary Margrabe, whose focus is on the individual learner and his or her unique interests, competencies, and needs. The teaching stations present specific media skills that are closely related to the basic skills necessary to achieve success in school. There are 96 stations and exercises to be used over a five- or six-year period. A progress card is made for every student when he is in the first grade and follows that student throughout his or her time at the school. The stations are worked during scheduled library time; also, students may be sent to the library by the classroom teacher in groups of four or five, or a student may come in during free time to work on stations.

ROLE OF THE MEDIA SPECIALIST:

The media specialist introduces each station to ensure that the students understand its demands and worth. Some of the stations may be completed with little tutorial assistance, while more complicated ones, such as the making of a filmstrip, require closer supervision. By the time students complete the 96 stations, they are thoroughly familiar with the workings of a library and have had enjoyable experiences with problem-solving, information retrieval, and reading in various genres. The system is designed to prepare them for subsequent school years when they will need to do research for term papers and have the ability to use other library-related skills.

ACTIVITIES FOR STUDENTS TO ENJOY:

In addition to giving students a good basic grounding in library skills, the program includes many creative activities and special events to give them a sense of the fun to be found in libraries and reading. With a strong emphasis on drama and storytelling, these activities include puppet shows, marionette shows, feltboard stories, TV shows, and storytelling. Two puppet shows are presented per month by students in grades K-5 with help from parent volunteers and media specialists. They are presented for every class, and invitations are sent to parents and friends of the performers. The school secretary has helped students in grades 3-5 to make the marionettes, and the principal helped with construction of the stage. Feltboard stories are a group effort, using two to five students, depending upon the number needed. The most recent addition to student production activities is video programming, including a weekly newscast and two special programs per month.

"Storytelling Week" is held each year just before Charleston's famous Spoleto Festival. Every student is given the opportunity to tell a story based on a book or story of his choice. The week culminates in a contest where two winners are chosen from each grade level to participate in the children's festival of Piccolo Spoleto.

STAFFING AND COSTS:

Innovative staffing ideas characterize the program. The media specialist job is shared by two half-time professionals. In addition, the equivalent of two full days per week of paraprofessional time is provided by an active corps of about 70 community volunteers, who come in on a weekly schedule. These include parents, who have total responsibility for the puppet shows and also help with video production and computer use; senior citizens, who do clerical tasks and shelving; and former teachers, who help in areas related to their expertise and interests.

Aside from salaries, program costs for 1985-86 totalled $7,463, of which $3,042 was devoted to equipment purchases that would be amortized over several years, and the rest to books, materials, and supplies.

PROGRAM RESULTS:

Since the program began, fourth and fifth graders' scores on the reference skills subtest of the Comprehensive Tests of Basic Skills (CTBS) have increased, and are currently the highest in the county.

CONTACT: Priscilla Cuthbert
Cathy Condon
Library Media Specialists
Sullivan's Island Elementary School
P. O. Drawer Q
Sullivan's Island, SC 29482

TELEPHONE: (803) 883-3118

ESSENTIAL PROGRAM ELEMENTS:

- Stations for teaching library skills
- Flexibly scheduled library time
- Activities to foster student self-expression
- Extensive volunteer program

DISSEMINATION SERVICES:

- Visits and consulting by arrangement

FUNDING SOURCES:

- Education Consolidation and Improvement Act, Chapter 2
- Local funds
- Community-donated funds

THE LIBRARY AS A CLASSROOM
SEA GIRT ELEMENTARY SCHOOL
SEA GIRT, NEW JERSEY

"Media program enriches a school with Great Books, philosophy, art museums, and more"

Sea Girt Elementary School serves about 200 children in grades K-8. Its organization is non-traditional, with team teaching, multi-age groupings, and individualized scheduling. Its eclectic educational program, however, is firmly rooted in tradition, thanks in part to a library media program that integrates the classics into the curriculum.

THE MEDIA SPECIALIST AS A TEACHER:

The media specialist is certified in several areas, is an experienced classroom teacher, and has an important teaching role. As a member of all teaching teams, she works closely with a staff of 17 other professionals in planning programs, teaching classes in literature, and supervising activities that enrich and support instruction in all subject areas. Cooperative instructional projects are continually being integrated into the curriculum. Some, like the Great Books courses and the museum project, have become permanent features.

GREAT BOOKS SUPPORT THE READING PROGRAM:

The media program includes both the Great Books and the Junior Great Books courses. Great Books is a survey of world literature that is adapted especially to the needs of the school and integrated into the reading curriculum. The course is offered to seventh and eighth graders who have advanced reading skills. It helps to develop literal and interpretive reading comprehension, vocabulary, ability to evaluate an author's purpose, recognition of literary genres, and group discussion skills. The Junior Great Books discussion group is similar, and is conducted for students in grades 2-5.

"PHILOSOPHY FOR CHILDREN":

Used in grades 5 and 6, this thinking skills program is designed to give children a fresh look at the logic already embedded in the language they use in everyday life. Like the Great Books program, it emphasizes group discussions, which are based upon philosophical concepts of great concern to children at this age -- friendship, fairness, reality, truth, and goodness. The media specialist leads the discussions, which originate from reading assignments in the book "Harry Stottlemeier's Discovery." The book was written by Matthew Lipman for use in public schools, and is used in a number of systems from the East coast to Hawaii.

THE MEDIA CENTER AND THE MUSEUM:

Perhaps the most all-encompassing special project undertaken by the media center was a one-semester course developed under a two-year grant from the National Endowment for the Humanities. Focusing on ancient and medieval civilizations, the course was directed by the media specialist, and involved eighth graders and teachers of all disciplines. The media center provided all materials necessary for student and teacher research during the course. Students spent approximately six weeks studying each civilization -- Egyptian, Greek, and medieval -- and doing projects related to their studies. The program included guest speakers, films from art galleries, and hands-on workshops, and culminated in visits to the Metropolitan Museum, which is within field-trip distance of the school. The media specialist coordinated work done in classes with the museum collections.

The Egyptian unit illustrates how the project was coordinated with the art curriculum. Each student did a project, often spending his art period on research in the media center. Products of the Egyptian unit included hieroglyphics in clay and on paper, models of Egyptian tombs and homes, pyramids, and the Sphinx, and even a six-foot mummy in a coffin. Similar coordination among disciplines took place in the other units. During the study of ancient Greece, reading and language arts teachers emphasized mythology; the social studies teacher focused on the history of ancient Greece, and the science and math teachers introduced the work of Pythagoras, Aristotle, and Hippocrates.

For the medieval unit, students attended a slide/lecture on falconry given by a naturalist. They studied heraldry, did research on their family names, and designed coats of arms for themselves. The language arts teachers introduced Old English and Chaucer's "Canterbury Tales." Art projects included brass rubbings, banners, clothing, and models of castles. Projects can overlap curriculum areas, and students can get credit from more than one teacher. At the end of the unit, classes visited the Cloisters and the Arms and Armor collection of the Metropolitan.

STAFFING AND COSTS:

The media program staff includes one full-time professional and three part-time parent volunteers. The Great Books course costs approximately $500 for materials and $4,000 for salaries; Junior Great Books totals about $1,800. The museum project was supported by an $8,000 two-year grant.

EVALUATION AND REPLICATION:

Each component of the program is evaluated by a method appropriate to its goals. For example, the California Tests of Basic Skills are used to evaluate the impact of the Great Books courses; Sea Girt students consistently score well above the national average in reading and language arts. Formal testing is also used in the philosophy program, while the museum course is evaluated by student projects.

The Sea Girt program is diverse, and could serve as a model either for its comprehensiveness, or for elements that could be adopted elsewhere. The Great Books and philosophy courses are commercially available. The museum project could be adapted to other locations, as the media specialist points out: "Not every school is fortunate enough to have easy access to a great museum like the Metropolitan. However, any school could develop a museum-related course of study utilizing the resources of their state and local museums."

CONTACT: Shirley Norby
Teacher Librarian/Media specialist
Sea Girt Elementary School
Bell Place
Sea Girt, NJ 08750

TELEPHONE: (201) 449-3422

ESSENTIAL PROGRAM ELEMENTS:

- Media center functions as a classroom, media specialist as a teacher
- Media program integrated into all aspects of the school curriculum

DISSEMINATION SERVICES:

- Program documentation
- Visits and consulting by arrangement

FUNDING SOURCES:

- Federal funds
- Local funds

NANAIKAPONO ELEMENTARY SCHOOL LIBRARY
WAIANAE, HAWAII

"A librarian-initiated program provides enrichment for classroom and home"

Nanaikapono School serves a semi-rural area, relatively isolated from surrounding communities. The student population is predominantly Hawaiian and part-Hawaiian. Both cultural and economic factors create barriers to literary and academic achievement for these students: The local dialect, a form of pidgin English containing elements of Hawaiian and various other Asian-Pacific languages, does not provide students with the language patterns necessary to read and appreciate standard written English. The area is poor; unemployment is high, and adult literacy levels are low. The community has no public library.

Nanaikapono students typically score far below average on standardized tests of reading and language. Recognizing the need for more effective instruction in these areas, the school librarian began a new program in 1980. Its goals were: (1) to improve the level of literacy; (2) to bring reading materials into the child's everyday environment; (3) to encourage reading, and (4) to link library instruction directly with classroom instruction using the "whole language" approach to reading.

STARTING WITH "TLC":

From the beginning the program emphasized the concept of "TLC -- Teacher, Librarian, Children," as three interdependent elements that work together. By providing a resource that was attractive, effective, and enjoyable, the library program grew from a peripheral program in shabby quarters to an integral supportive component of the school's instructional efforts. Part of the transformation was physical, as the library was rearranged to provide for maximum use of limited space. Bulletin boards, displays, and signs were added to provide warmth and "child appeal." The collection was evaluated, and materials that were inappropriate, unappealing, and unrelated to the curriculum were eliminated. Subsequent acquisitions were carefully chosen to match the students' abilities and interests, to motivate independent reading, and to support language development and the classroom curriculum.

JOINING LIBRARY SKILLS TO CURRICULUM CONTENT:

Instructional units were developed to teach library skills in conjunction with other content areas. A good example of these joint lessons is a "Science Projects" lesson for grades 4-6. The library objective is for students to become familiar with the research process; the science objective is for them to become acquainted with the medicinal plants used by the Hawaiians. Materials and equipment include a display board on Hawaiian medicine, medicinal plants, and books on Hawaiian plants.

Procedures for the librarian include: (1) Introduce students to the chart showing research steps; relate research steps to the science project. (2) Discuss the sources used in gathering information for notetaking. (3) Read through information presented on the display board. (4) Discuss how various parts of the display (board, plants, and diorama) present information.

Both the librarian and the teacher guide students as they examine the displays, and both answer questions. Since this lesson is intended as an introductory overview of the research process, evaluation is simply through observation of student reactions and interest. For follow-up activities, the lesson plan suggests ways in which the librarian could work with students, depending on the nature of their research projects.

CHILDREN AS AUTHORS:

Nanaikapono participates in the statewide "Children as Authors" project. This is a voluntary activity in which teachers work with the librarian to provide integrated instruction that culminates in the "publication" of original books by the students. The instructional units used in the project at Nanaikapono are jointly developed by librarian and teacher. The books written by students are displayed and read in the library as part of the annual writing fair.

REACHING INTO THE HOME:

The library also sponsors special activities that carry over from the school to the family. Among these are Reading-in-the-Home, RIF (Reading is Fundamental), and "Book of the Night," which operates in first and second grades. Thirty books are signed out to each class. Each child has a book envelope, in which he takes home the book he has chosen each day. The parents read the book with the child at home, sign off, and return the book the next day. Because there is no public library to serve the community, the school library has also opened its doors to parents.

STAFFING AND COST:

The library is staffed by one full-time librarian. A senior citizen employed by HCAP (Honolulu Community Action Program) works in the library approximately 8 hours a week, assisting with circulation and other support tasks. The budget for materials has seen no appreciable increase since the program began. The allocation is approximately $5,500, of which $4,500 is spent for books and and the remainder for equipment and supplies.

INDICATORS OF SUCCESS:

Since the program began the number of teachers collaborating with the librarian in integrating library and classroom instruction has grown from two teachers to nearly the entire faculty. Staff members have observed an improvement in the care of materials as students have begun to value books and appreciate literature, and discipline problems in the library have decreased. Circulation has gone up, and the types of books in which children are interested has broadened.

CONTACT: Joan Yoshina
c/o Leeward District Office
94-366 Pupupani Street
Waipahu, HI 96797

TELEPHONE: (808) 671-3951

ESSENTIAL PROGRAM ELEMENTS:

- Collection tailored to special need and interests of student population
- Lessons integrate library and content-area skills
- Special activities promote reading, writing, and language arts

DISSEMINATION SERVICES:

- Presentations by arrangement
- Handbook on "Children as Authors" component (discusses statewide program and includes work of Nanaikapono staff) - in ERIC

FUNDING SOURCES:

- Federal Funds (Revoking is Fundamental)
- State funds

READING INCENTIVE PROGRAM
NORTH LAKELAND ELEMENTARY SCHOOL
LAKELAND, FLORIDA

"Rewarding students who read at home"

North Lakeland Elementary School serves K-3 students who tend to come from families with low socioeconomic status. There are six special education classes in the building requiring services. An informal study of students' parents indicates that 50% of them are functionally illiterate. The homes of these students have very few books or magazines.

> "We found that our students didn't have books at home and weren't exposed to them. They were hugging them to death, prizing them dearly -- but they wouldn't read them. We had to do something to get them into books." (School Librarian)

REWARDING READING AT HOME:

The Reading Incentive Program encourages children to read library books at home with a family member participating in the activity. The children read their library books at home and obtain signed documentation that the book was read with a family member. Each child is expected to read one book weekly. The classroom teacher collects that signed statements each day and maintains a record. When the child reaches a goal level, he or she is sent to the media center to receive an award.

A system of rewards based upon recognition and praise is built into the program. Children work toward small goals which, when achieved, are added to the previous total. When a child brings in a slip for a completed book, the principal announces the child's name over the loudspeaker. Children in the classroom are encouraged to stand and clap for a successful reader. At the completion of the program, there is a special awards assembly where certificates and trophies are given out. Of the 487 children who participated in the program, over 400 reached their goal of reading a book per week for the entire school year.

Each year the program has a different theme. The most successful was the "Reading Olympics" with medals as incentive awards. Students were able to win gold, silver and bronze medals, as well as qualify for free books.

A ROLE FOR PARENTS:

The program provides an activity in which parents can participate and feel that they are helping their children in their school experience. This is particularly important to those parents who themselves often experience reading difficulties. It is common for parents to come in each week to check out additional books for their children.

PROGRAM PLANNING:

Planning for the program comprises seven steps:

1. Establish a theme.
2. Set reading levels and goals for each grade.
3. Establish awards to be given for each level based on the theme and available budget.
4. Prepare a booklet to explain the program and give directions and goals to parents and students.
5. Purchase and/or make the awards.
6. Prepare record keeping system for the media center and classrooms.
7. Plan a school-wide kick-off session to introduce the program to students and to start everyone at the same time.

STAFFING AND COSTS:

Program costs include materials for awards ($325) and paperback books ($700). The library collection of easy reader materials has been expanded to meet the increased demand for materials. The library staff provide 5 hours per week, and senior volunteers give an additional 10 hours weekly. The average classroom spends between 1/2 and 2 1/2 hours per week on program activities.

A REWARDING PROGRAM:

The success of the program is evident in higher test scores, increased circulation from 11,000 in 1980/81 to 30,000 in 1984/85, and the positive responses from families of students. Fourth grade teachers who have the students after they leave the program have said that the students are "really readers."

CONTACT: Mrs. Evelyn L. Winter
Media Specialist
North Lakeland Elementary School
410 Robson
Lakeland, Florida 33805

TELEPHONE: (813) 688-5437

ESSENTIAL PROGRAM ELEMENTS:

- School/home/community cooperation with reading
- System of rewards for reading
- In school recognition for child

DISSEMINATION SERVICES:

- Program information
- Consulting by arrangement

FUNDING SOURCES:

- Local

ROLLING RIDGE PROGRAM OF MEDIA EXCELLENCE
ROLLING RIDGE ELEMENTARY SCHOOL
OLATHE, KANSAS

"Media program helps prepare students for lifelong learning"

"Education is life, not preparation for life": This statement by John Dewey appears near the entrance to Rolling Ridge Elementary School because it captures the philosophy of the school's program. Reflecting that philosophy, the library media program emphasizes the importance of lifelong learning, the attainment of library research skills, and the acquisition of responsible library citizenship.

LIBRARY MEDIA PROGRAM GOALS:

The Rolling Ridge program has four major goals:

1. to present a curriculum-related program of library media instruction so that students will become capable of successful, independent research;
2. to instill the concept that the school library is only part of the entire network of libraries that exist in society for effective lifelong learning;
3. to promote responsible library citizenship that emphasizes proper care of materials and respect for the rights of others; and
4. to provide a broad variety of library media that are current, well-organized, and easily accessible.

COORDINATION WITH THE CLASSROOM:

Defining the areas where the library media center plays an active role in instruction is the joint responsibility of the principal, media specialist, and teachers. The media specialist is viewed as a teacher working cooperatively with other teachers. She has access to curriculum guides for all subject areas and regularly serves on district curriculum committees; thus she is able to offer constructive suggestions for melding course content with library media skills. To identify the skills that need work she analyzes student performance on both nationally normed and Kansas minimum competency tests.

A Time Line Chart keeps the media specialist aware of topics studied in each classroom so that materials and library activities can be coordinated with classroom instruction. Working together, the teacher and library media specialist develop instructional units to teach specific literary and reference skills. Each unit is prefaced with specific behavioral objectives and introduced with a pretest as a form of diagnosis. At the end of the unit, a posttest is given to measure outcomes.

ACTIVITIES IN THE LIBRARY MEDIA CENTER:

In addition to providing regular times for book checkout and primary-grade storytimes, the library serves as an instructional center. In second grade, for example, upper level readers follow a program of library skills that is coordinated with the Scott Foresman Reading series. In third grade, card catalog skills are taught through a learning center approach correlated with the language arts and reading program. Learning to use the encyclopedias and almanacs is presented in connection with Chapter 4 of the science series. Students in fourth grade learn how to use specialized reference books, and beginning research skills are taught in connection with the district Science Fair and a unit on William Allen White.

Fourth, fifth and sixth graders are chosen to be student assistants in the media center, responsible for carding books, replacing cards, alphabetizing check-out cards, and keeping the media center neat. Sixth-grade students are indispensable helpers at inventory time, and also receive training for storytelling. They are then assigned, on a voluntary basis, to tell stories to students in primary grades.

SPECIAL EVENTS ENLIVEN LEARNING:

The library media center is the focal point for a number of activities that highlight instructional units throughout the year. Fourth graders look forward to "Laura Ingalls Wilder and the Pioneer Experience." This unit organized by the library media specialist and the fourth grade teachers involves the physical education teacher who teaches dancing, the vocal music teacher who introduces music from the period, the school secretary who shares her collection of antique household items, and a visiting weaver who demonstrates spinning. All of these activities culminate in a birthday party for Laura featuring folk singing, square dancing, frontier dress, pioneer projects, and student-made gingerbread.

Other events include a fifth-grade unit on the Civil War that involves student research and audiovisual productions, and a sixth-grade unit on the Middle Ages that includes multi-media presentations, independent projects, and a costumed presentation day followed by a medieval feast. Specially designed games are used to help teach library skills, and the library media specialist coordinates "Emphasis Weeks" that focus on special topics such as ecology or poetry.

STAFFING AND COSTS:

The full-time library media specialist is supported by one aide who works three-fifths time and handles most clerical tasks. In addition, student aides help with circulation, and there is a program of volunteers that provides dependable, scheduled parent aides. In addition to the salaried staff members, the program's annual budget includes about $6,800 for books, media, and supplies.

ASSESSING PROGRAM IMPACT:

The effectiveness of instruction is continually monitored through the observations of the teachers and library media specialist, and through the pre- and posttests that accompany the coordinated instructional units. In addition, scores on district-administered tests document long-term student achievement. The Kansas Minimum Competency Assessment includes five items testing specific library skills; on average, over 90 percent of Rolling Ridge fourth and sixth graders answer these items correctly. On the Iowa Test of Basic Skills, average class percentile ranks have improved since the media program began.

CONTACT: Marilyn Goodrich
Library Media Specialist
Rolling Ridge Elementary School
1500 W. Elm Terrace
Olathe, KS 66061

TELEPHONE: (913) 764-4121

ESSENTIAL PROGRAM ELEMENTS:

- Instructional units jointly planned by teachers and media specialist
- Media specialist functions as a teacher
- Library aides handle routine duties

DISSEMINATION SERVICES:

- Written description of program
- Consulting and visits by arrangement

FUNDING SOURCES:

- Local funds

TEAMING FOR LEARNING
TARRANT ELEMENTARY SCHOOL
TARRANT, ALABAMA

"An open media center is the focal point for individually prescribed instruction"

In 1977, Tarrant Elementary School began its Prescriptive Learning Plan, a program in which the library media center assumed a new and pivotal role as a learning center, where students come singly and in groups to carry out specific assignments using a wide range of books, computer programs, and audiovisual media. The goal is to provide learning experiences tailored to the unique needs and abilities of each of the school's 600 pupils. To accomplish this, teachers and the media specialist work closely together in a system called "Teaming for Learning."

PRESCRIPTIVE LEARNING IN AN OPEN MEDIA CENTER:

The unique design of the library media program at Tarrant revolves around the prescriptive learning approach. It features an open, flexible media center where activities are interwoven with an instructional program specifically designed for each student's needs, interests, and learning style. These are assessed by the classroom teacher, who prescribes learning activities using resources located in the library media center. Working closely with teachers to help plan instruction, the library media specialist provides a continually updated catalog of the available print and audiovisual materials. Extended hours make the media center readily accessible to teachers, students, and the community.

The center itself is large, with ample room for the many resources and activities. It is equipped with listening and viewing stations, learning centers, study carrels, computers, and video recorders that are easily available at all times to students and teachers. Individuals and groups cross grade levels in the centers as they read, view, listen, and create.

As students enter the library media center they are greeted by the media specialist, a parent volunteer, media aide, or student assistant, who reads the prescription brought from the classroom, seats students at the proper location (listening station, study carrel, reference table, computer, etc.) and locates the materials designated by Dewey Decimal numbers on the prescription. Instructions are given to the students, resources are provided, and the students are monitored. Students return to the class when the assignment or activity has been completed.

COMPUTERS AND LIBRARY SKILLS:

An important component of the prescriptive learning approach is the provision for using computers and for instruction in library media skills. Students are given prescriptions for computer assisted instruction, word processing, graphics, enrichment, and remediation. The classroom teacher uses an index with a listing of all available software in order to plan computer activities for students. The library media staff locate the software, load programs, and assist students with instructions. Library media skills are taught and reinforced in small groups that work weekly in the library media centers. Using a library media skills continuum developed by a committee of teachers and media staff, the media specialist provides the activities, learning packets, centers, resources, and equipment for self-directed learning through individual and small-group instruction.

The computer is also used for library management. Using a computerized circulation program and a bar code reader, materials are checked in and out, records maintained, and overdue notices prepared in a fraction of the time formerly required. The system was installed with the help of parent volunteers who applied bar codes on books and student cards, and is run by trained student helpers who "are better at using the wand than I am," according to the media specialist.

STAFFING AND COST:

The Tarrant Media Center is staffed by one full-time professional librarian, one full-time aide, 10 parent volunteers weekly (one or two per day), and 30 student helpers (two or three per period). An annual budget of $15-$20 per student is recommended, including $3,000-6,000 for materials and $3,000-5,000 for equipment (excluding computer purchase).

PROGRAM ACHIEVEMENTS:

Annual circulation and usage records reveal a continuous increase in the use of services, facilities, and resources since the program began. Systematic program evaluation also includes prescriptive learning records, results of competency testing, pre- and post-testing of library media skills, and scores on the Stanford Achievement Test. On the SAT reference skills subtest, Tarrant students typically score above the 90th percentile. The program has been honored as outstanding in the state and has received many visitors. It is currently being replicated at several other locations in Alabama.

CONTACT: Mary Maude McCain
Library Media Specialist
Tarrant Elementary School
1269 Portland Street
Tarrant, AL 35217

TELEPHONE: (205) 841-3642

ESSENTIAL PROGRAM ELEMENTS:

- Open media center with extended hours
- Students use media center resources to complete individually prescribed learning activities for individuals or groups
- Computers help provide instruction and manage circulation
- Teachers and media specialist coordinate instruction

DISSEMINATION SERVICES:

- Descriptive materials
- Videotape
- Workshops
- Consultation and visits by arrangement

FUNDING SOURCES:

- Education Consolidation and Improvement Act, Chapter 2 funds
- State funds
- Local school district funds

TIC TOC
WEKIVA ELEMENTARY SCHOOL
LONGWOOD, FLORIDA

"An elementary school plan for a Totally Integrated Curriculum Through Open Media Centers"

Several years ago the media program at Wekiva Elementary School appeared quite adequate; students were instructed following a county scope and sequence for media skills, and consistently scored above average on standardized tests of the subject. But staff members observed a disturbing phenomenon: Although students did well on specific tasks involving isolated media skills, the same students were then not able to apply these skills to a problem arising in the classroom. In the media center, for instance, they were unable to formulate appropriate research questions or to retrieve information independently. It was the recognition of this shortcoming that led to the development of TIC TOC -- Totally Integrated Curriculum Through Open (Media) Centers.

A NEW DEVELOPMENT:

The Wekiva staff wanted to motivate students through a cooperative effort of teachers and the media specialist that would use to the fullest the staff, facilities and resources of the school. It appeared that the best way to do this was through flexible scheduling that would open up the media center to all students and teachers at whatever time they needed it, not just at the scheduled weekly time. When a literature search turned up a dearth of information on flexibly scheduled library programs, they decided to develop their own. Working together, they created a program in which the only fixed component is the cooperative planning time for the media specialist and teachers, which is set by each team during the planning sessions prior to each school year.

PROGRAM MANAGEMENT:

Although county and state curricula continue to provide the framework for media skills instruction, the teachers and media specialist decide in their planning sessions the appropriate time of need or interest for introducing and reinforcing specific skills. A scope and sequence chart provides a management system for each grade. The media specialist indicates on the chart the date on which specific skills have been taught. Using the system, the media specialist and teachers are able to coordinate a program in which media skills are integrated into every area of the curriculum through a flexible schedule.

Centers, activities, lessons, and special programs have been developed to teach reference and retrieval skills in all subject areas. They are continually updated, and new materials added, based on staff observations and review of students' test performance.

AN INNOVATIVE BLENDING:

With the instructional plan and management system providing a firm base, the teachers and media specialist have created some unusual combinations of library skills and classroom content in their instructional program. Fifth-grade social studies may introduce students to the genre of historical fiction; the parts of a book may be learned in first-grade math; bibliography preparation becomes part of a fourth-grade science unit; and special dictionaries and subject encyclopedias are introduced in a music class.

Some unusual and dramatic activities have also been used to get students actively involved in media use and to foster their appreciation of literature. For example, 120 first graders, their teachers, parents, administrators, and media staff all came dressed in pajamas for the culminating activity of a "bedtime" unit incorporating 15 media, language, and reading skills. Another activity is "Humor Day," where jokes and funny stories connected with a subject -- math, language, etc. -- are incorporated throughout the day to illustrate the genre of humor. Both students and staff create media displays, puppet shows, audiovisual productions, and other special events to accompany various instructional themes.

STAFFING AND COSTS:

Wekiva Elementary School has about 700 students and a faculty of 40. The media staff includes the media specialist, one full-time aide, and three volunteers. Staffing costs average about $32,000. The total annual cost of the media program (including materials, supplies, and equipment) averages about $9,500 or $14 per child.

The Media Specialist and program have now moved to Wilson Elementary School, Sanford, Florida, which has approximately 350 students and a faculty of 21. The media staff includes the media specialist and one part-time aide. The total annual cost of the media program averages $4,500 or $13 per child.

INDEPENDENT MEDIA USERS:

Wekiva staff report that the program has effected notable changes. The media center is now filled throughout the day with children who enter with a purpose -- the practical application of skills. The quality of student work has received favorable recognition, including awards at the county curriculum fair. Participation of staff, students, and community is high, and standardized test scores have improved over pre-program levels.

CONTACT: Jan Buchanan
Media Specialist
Wilson Elementary School
985 Orange Boulevard
Sanford, FL 32771

TELEPHONE: (305) 321-7864

ESSENTIAL PROGRAM ELEMENTS:

- o Flexibly scheduled media center periods
- o Regularly scheduled media specialist/teacher planning periods
- o Media skills scope and sequence/management system

DISSEMINATION SERVICES:

- o Notebook of descriptive materials
- o Visits and consulting by arrangement

FUNDING SOURCES:

- o Federal funds
- o State funds
- o Local district funds
- o PTA funds

JESUP ELEMENTARY SCHOOL MEDIA CENTER
JESUP ELEMENTARY SCHOOL
JESUP, GEORGIA

"Students use media for learning and communication"

Once the library at Jesup Elementary School was a quiet place, and under-used. Today, as a result of the media program begun in 1978, it is a hub of school activity. With ample space for simultaneous group and individual lessons, it also houses study carrels, three computers, three VCR's, records, tapes, and other audiovisual equipment in addition to the usual books and periodicals. It is bright and welcoming, and always accessible to students. It also extends into every classroom in the school by way of the closed circuit television programs that are produced as part of the media program.

INVOLVING STUDENTS WITH MEDIA:

The extensive use of television is a hallmark of the Jesup program, but students are not merely the viewers. Working with teachers under the coordination of the media specialist, students research, write, and produce videotape programs dealing with topics from the classroom curriculum or their own special interests. Some of these have included mythology, holidays, math, the alphabet, local history, and hobbies. Special activities are also videotaped and shared with other classes and groups. Examples include Halloween party activities using the five senses, kindergarten classes dressing up as Pilgrims and Indians, spelling contests, and a program of holiday songs. Morning announcements are presented live each day, with students operating the studio equipment, and students and teachers present a weekly program every Friday.

Involvement in media production activities is intended to teach students research and technical skills, and to foster initiative, creativity, and cooperation. It also supports instruction in all subject areas. So expert have students become that four programs produced at Jesup have advanced to the National Videotape Festival, including the math-science program "Meters, Liters and Grams in Jesup," and "Thank Goodness It's Friday at Jesup Elementary."

STRUCTURED MEDIA SKILLS PROGRAM:

For each of the grade levels K-4, a structured media skills program is designed to teach the use of materials and equipment in the media center. In kindergarten, students are motivated to enjoy the media center through puppet shows, games, stories, filmstrips, and activities centered on holidays and the seasons. First graders begin checking out books, while fun activities in "learning centers" introduce them to enjoyment of reading. Second grade students learn the contents and organization of books through making their own books about holidays during the school year.

In third grade, students study 20 basic media skills, including how to use the card catalog, identify call numbers, and locate books by their call numbers. They also learn proper operation of the record player, tape recorder, filmstrip projector, and computer. In fourth grade, a structured computer literacy skills course is taught. Students make field trips to the local and regional libraries to learn how to use these larger facilities. They also work on producing their own videotape and slide-tape productions, and continue their work on reference skills.

MEDIA SKILLS LEARNING CENTERS:

Within the media center are various "learning centers," set up for use by individuals and small or large groups throughout the day. Each center has an objective -- to increase interest in reading, develop listening skills, assist in classroom study, etc. The centers contain a variety of materials and equipment related to their objectives. They are changed periodically to maintain student interest, but a typical setup might include subject-related centers such as "Multiplication," "Telling Time," and "Bone up on Dinosaurs"; listening centers such as "Tape Center," "Talking Books," and "Books with Records"; viewing centers such as "Show and Tell," and "Filmstrip Viewers"; reading centers with special interest tables, and other centers offering puppets or typewriters.

STAFFING AND COSTS:

The program has one full-time media specialist. There is also a part-time aide, a Federally funded senior citizen who works 16 hours a week. Parent volunteers come to help with special projects. "Instructional materials money" pays the remainder of program costs; the funds are allocated at a rate of $4.75 per student for the school of 575 students.

EVALUATION:

Media skills are evaluated using pre- and posttests, and a record is maintained of each student's progress along the skills continuum. The program's effectiveness has also been measured by results on the Georgia Criterion-Referenced Tests and the Comprehensive Tests of Basic Skills (CTBS). In the year before the program began, 79 percent of Jesup fourth graders achieved the reference skills objectives on the Georgia CRT; the next year this percentage had risen to 85, and in 1986 it was 84 percent. CTBS average scores have consistently been above grade level.

CONTACT: Janice Richardson
Media Specialist
Jesup Elementary School
642 E. Plum Street
Jesup, GA 31545

TELEPHONE: (912) 427-3724

ESSENTIAL PROGRAM ELEMENTS:

- Student involvement in video productions that support classroom instruction
- Structured media skills program
- Learning centers focused on various media skills and classroom topics

DISSEMINATION SERVICES:

- Program documentation
- Visits and consulting by arrangement

FUNDING SOURCES:

- State funds
- Local funds

THEATER

LAUGHLIN MEDIA CENTER
LAUGHLIN PRIMARY SCHOOL
SUMMERFIELD, NORTH CAROLINA

"A comprehensive media program for the primary grades"

Laughlin Primary School serves a limited age range -- about 350 children in grades K-2. While the grade range may be limited, the media program is not. When students move on from Laughlin, they are already experienced in library procedures, basic research skills, television production, and computer use. A comprehensive program developed and implemented by one media specialist immerses the children in all of these activities in order to support the school curriculum and to help students become independent learners.

THE UBIQUITOUS MEDIA CENTER:

The media program plays a part in every student's day, from the scheduled visits to the media center by reading groups and whole classes, to the daily television program transmitted from the media center to each classroom. A combination of fixed and flexible scheduling for the media center allows maximum access for all students and teachers.

From 7:50 to 8:15 each morning, students are free to come to the center to check out books independently. Each student writes his name and class code on the book card, which is stamped with the check-out date and placed by the student in his individual pocket on a posterboard for his class. When he returns the book, he replaces the card. Second-grade student assistants stamp the books so that the media specialist can monitor the circulation activities of the students. In addition to the morning book check-out time, media center time can be flexibly scheduled for teachers and students to conduct mini-research activities, use the computer, and check out materials.

SCHEDULED ACTIVITIES IN THE MEDIA CENTER:

The fixed scheduling permits classes to come to the media center once a week for instruction in library media skills and computer skills. Story hour is also provided at this time. All first and second graders, and advanced kindergarten students, are allotted additional time each week for small group instruction. The teaching of media skills follows the statewide competency-based curriculum for grades K-12, and includes independent student activities at learning centers in addition to formal and informal instruction.

SUPPORTING CLASSROOM INSTRUCTION:

At the beginning of each school year, the media specialist provides staff members with an Acquisition Request Form in order to determine collection requirements in specific subject areas. She also develops a Timeline Chart, using the long-range plans submitted by teachers for the coming year. This chart is used to coordinate the media center's collection, programs, special activities, and resource speakers with the classroom program. For example, when teachers planned a safety unit, the media center presented a puppet show by parent volunteers on "Beware of Strangers" and a demonstration by a Karate instructor on how to break away from a stranger's grasp. To keep teachers informed about programs, resource speakers, and other media center news, the "Laughlin School Media Center Bulletin" is published each month.

Other activities for teaching media skills and supporting the curriculum include learning centers in different subjects, creative dramatics, puppet making, art activities, book making, creative writing, special holiday events, and multi-media unit boxes in a variety of subject areas.

TELEVISION AND COMPUTER ACTIVITIES FOR ALL:

A live in-school television program is broadcast each day from 8:15 to 8:30 a.m. Students take the roles of anchor person, leader of the Pledge of Allegience, weather reporter, menu announcer (using a puppet), and birthday announcer. Special features include book reports, class activities, school announcements, individual projects, and "Art Smart" to introduce famous paintings, "Spread-a-Word," which introduces a new vocabulary word each day. All staff members are encouraged to contribute ideas for the programs, and scheduling is arranged so that every student appears on the program at least once.

The media center houses six computers, one to every 50 students in the school. Computer skills are taught daily and a log is kept of each student's progress. If a student passes the computer skills test, a computer license is issued to him or her. The media specialist and teachers have been active in applying for grants to acquire computer equipment and software in order to strengthen this program.

EVERYONE GETS INVOLVED:

There are mechanisms for involving administrators, teachers, parents and community members in the media program. A Media Advisory Committee, composed of the principal, media specialist, aide, and a teacher from each grade, provides liaison between the media center and its users. The committee sets policies and gives advice on programming and spending. Parent involvement in the program is strong. In addition to helping out in the media center, parents serve as storytellers during Children's Book Week, and work on puppet shows and other special activities.

STAFFING AND COSTS:

One full-time media specialist is responsible for all program activities. Parent volunteers give a total of 10 hours per week, and second-grade student assistants contribute a total of one and a half hours per week stamping books.

EVALUATION:

Average scores of Laughlin students on the California Achievement Test in reading have been used as one measure of the program's success. The school's first and second graders typically score above district, regional, state, and national norms.

CONTACT: Mrs. YuJung M. Seo
Media Coordinator
Laughlin Primary School
7911 Summerfield Road
Summerfield, NC 27358

TELEPHONE: (919) 643-4147

ESSENTIAL PROGRAM ELEMENTS:

- Close coordination with teachers to support classroom instruction
- Media skills taught directly and in learning centers
- Daily use of educational television and computers
- Use of learning centers
- Parent volunteers and community resource persons

DISSEMINATION SERVICES:

- Program documentation
- Visits and consulting by arrangement

FUNDING SOURCES:

- ESEA Title IV
- State funds
- Local funds

OAK GROVE RESOURCE CENTER
OAK GROVE ELEMENTARY SCHOOL
BLOOMINGTON, MINNESOTA

"A laboratory for learning independent study and research skills"

Students often reach high school without the skills necessary to research ideas and report on them without plagiarizing. How does one successfully help elementary students learn the subtle and necessary tools to research and distinguish relevant ideas from a number of sources, and compile adequate notes on each? An answer to this question is at the core of the Resource Center program at Oak Grove Elementary School, which has about 500 students in grades K-6.

STUDENTS LEARN SELF-RELIANCE

The Oak Grove curriculum in information skills has been carefully designed so that students work independently to the extent that they are able. Students are taught how to gain access to the various resources in the Center. They then follow well-developed sets of descriptions and their own decisions to complete assignments which may consist of either classroom assignments or those from the information skills curriculum itself. The intent of the assignments which make up the information skills curriculum is to strengthen their research, communication and evaluation skills. Research skills develop from the simple to the complex. Simple (reference) skills require students to identify and locate information. Complex research process skills require students to use information in thinking processes. Students learn evaluation skills by evaluating their own work using pre-established criteria.

The role of the Resource Center Specialist is that of learning facilitator. Her primary instructional task is to observe the learning behaviors of students as they complete assignments and to assist them when they need help.

The space in the Resource Center has been carefully planned and laid out so students can easily move from one location to the next and quickly find the appropriate resources as they move through the process of seeking information sources, gaining the appropriate information from them, and compiling it into the chosen report format. Students are also expected to check out their own books and, by the second grade, keep records of their progress through the information skills curriculum.

MULTIPLE LEARNING STYLES A KEY

Students are required to use a multiplicity of media located in a variety of settings in the Resource Center. They may gather information through reading, manipulating materials, listening to an audiotape, viewing a video, filmstrip, or using a computer. Similarly the product of their research may be a written report, but may equally well be a taped report or concrete product. They may complete their project in a variety of settings, including working in groups and individually. The variety ensures that all students spend at least some time working with their preferred learning style. The fact that they are self-reliant and use multiple media also appears to increase retention. Students are able to recall details of the projects they have completed in the Center long after they have forgotten the content of exercises learned from textbooks in their regular classes.

SKILLS TRANSFER

The Resource Center is a laboratory in the sense that the activities which make up its program and the way in which they are offered support information gathering, synthesis and presentation skills taught in the classroom. The Resource Room is a place where students can try out skills learned in a specific subject area to complete an assignment in another or as part of the information skills curriculum. The integration and transfer is expressed both through coordinating curricula and in the way in which instruction is managed. The Resource Center Specialist teaches students how to use the card catalog, for instance. She may also take care of the majority of a class while a teacher takes a small group of students into the Resource Room for an activity which requires its resources. A teacher may also assign activities which apply skills learned in the classroom while developing self-reliance.

STAFFING AND COSTS

The Resource Center staff consist of a professional Resource Specialist, a clerk, and part time aides who work a total of 30 hours a week. Annual costs for books, materials and supplies are approximately $2,200. At a minimum the complete program requires a total of 4,200 square feet of space. This includes 2,500 square feet for the resource room itself, two additional 100 square foot small group rooms, and additional 400 square feet for the circulation desk and office space. Video, audio and photographic production areas require a total of 270 square feet, a skill development center with space for computers, mathematics and general skill development 840 square feet.

PROGRAM EVALUATION

The Resource Center Specialist has developed a comprehensive evaluation process which has been in place since 1980. Students have been comprehensively surveyed three times since to determine their responses to questions covering the affective, cognitive, process and psychomotor domains. Students are also asked for their comments on the Resource Center, and this information is used to make program modifications. Over time, this has helped students develop a sense that the Resource Center is indeed theirs.

Teachers are also surveyed annually and asked to respond to a series of questions which address the Resource Center goals and the extent to which they consider they are being met. In 1985 a team of teachers and parents evaluated the program as a whole, using an on-site assessment instrument developed for the purpose; the information compiled from the two instruments already mentioned, and a survey questionnaire which was sent to a random sample of parents. All respondents have shown a high degree of satisfaction with the program.

CONTACT: Thea Holtan
Resource Center Specialist
Oak Grove Elementary School
1301 W. 104th Street
Bloomington, MN 55431

TELEPHONE: (612) 888-9284

ESSENTIAL PROGRAM ELEMENTS:

- Open media center with accent on student self-reliance
- Use of multiple media to promote use and understanding of each
- Instruction in ways to access, organize, evaluate and use information

DISSEMINATION SERVICES

- Descriptive materials
- Video tape
- Commercial publication, Holtan T. (1986), *Composition or Research Simplified*, Phea-Phat Press
- Visits and consulting by arrangement

FUNDING SOURCES

- Federal (block grant)
- Local

COMMUNICATE THROUGH LITERATURE
GREENVILLE MIDDLE SCHOOL
GREENVILLE, SOUTH CAROLINA

"A school library program for introducing parents to the books their teenage children are reading"

"Communicate Through Literature," as its title implies, addresses a well known and much-feared problem for the parents of teenagers -- the communication gap that often develops as children reach the turbulent adolescent years. The recreational reading that teenagers choose reflects their concerns and interests at this time, frequently focusing on sensitive topics such as relationships with parents, developing sexuality, peer pressures, values, sense of self, and death. By encouraging parents to read the books their children are reading, and providing a forum for discussions with other parents about them, the program works to promote parents' understanding of their children's concerns and closer communication with them.

GETTING PARENTS INVOLVED:

The program was started by Greenville Middle School's media specialist in 1976. When she came to the 700-student school, she had a background of working with younger children. She was accustomed to having parents take an active role in their children's reading, encouraging them to learn to read and reading stories to them. But she noticed that when children reached the middle school and were able to read independently, parents no longer shared reading with them. Frequently, the only time they would get involved with the books that interested their children was when they became alarmed about a controversial title or a provocative cover blurb.

The program brings parents together each month for a one-hour meeting where the discussion is focused on topics of concern to adolescents and the background reading consists of popular juvenile fiction. The primary objectives of the program are (1) to develop positive communication between parents and their children through the use of literature; (2) to encourage a better relationship between the school and community by involving the parents in the program, and (3) to create a supportive atmosphere for intellectual freedom by providing parents with the opportunity to study and analyze young adult literature.

PROCEDURES:

Meetings are held during school hours in the library media center. Each meeting focuses on a particular topic, for example, "the image of parents in children's and young adult novels." The librarian serves as the discussion leader, introducing the topic, guiding the discussion and keeping it focused, and encouraging each parent to participate. She does not present a lecture or give "right" answers; once the discussion is underway, her role is minimal, as the meeting belongs to the parents.

At the end of each meeting the topic for the next meeting is announced, so that parents will be able to select relevant background reading. The librarian provides a list of titles, and parents can also add their own. Depending on the group, the discussion can be limited to only a few books that are familiar to all, or can be more wide-ranging.

Library cards are issued to parents, and they are urged to use the library collection at any time. Immediately following the meeting, they browse among the shelves and seek reading suggestions by observing students selecting books. Sometimes parents ask their children to bring home a book they want to read, and often they read a book at the same time their children are reading it. The groups have not avoided controversial titles; in fact, many books that have been challenged in public and school libraries are openly discussed in an atmosphere of mutual respect for each person's opinions.

STAFFING AND COSTS:

The program requires no extra staff and has no added costs, although it may require some extra time and some re-scheduling.

EVIDENCE OF THE PROGRAM'S IMPACT:

No formal evaluation of the program has been undertaken, primarily out of concern that data collection might jeopardize the open climate and intimidate participants; the program director wants parents to think of it as their program. Prima facie evidence, however, has brought the program national recognition, as parent participants, teachers, students, librarians, and professionals who work with youth have testified to its helpfulness in promoting communication and understanding between adolescents and adults. At Greenville Middle School, the program has fostered better school-community ties, and has evidently contributed to an increase in reading; library circulation has gone from about 25 books per day to 300 per day.

CONTACT: Pat Scales
Library Media Specialist
Greenville Middle School
16 Hudson Road
Greenville, SC 29607

TELEPHONE: (803) 232-1271

ESSENTIAL PROGRAM ELEMENTS:

- Library-sponsored parent meetings to discuss topics and books of concern to teenagers
- Media specialist guides discussion, provides appropriate bibliographies

DISSEMINATION SERVICES:

- "Communicate Through Literature," a step-by-step guidebook for starting a local program. (Bantam Books, 1987)
- Newspaper and magazine articles
- Visits and consulting by arrangement

FUNDING SOURCES:

- Private grant for dissemination -- travel and training, preparation of book

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CARRILLO HERITAGE CENTER
CARRILLO MAGNET SCHOOL
TUCSON, ARIZONA

"Preserving cultural materials and fostering understanding of the barrio"

The Carrillo school rests in the shadows of the downtown Tucson skyscrapers in the heart a historic community. In 1980 it became a magnet school, enabling neighborhood children to remain while inviting other Tucson children to come to Carrillo. Its population consequently consists of two distinct groups of students: neighborhood children from the old Hispanic community and those who are bussed in from outside the central city.

The bookmarks of the Carrillo Heritage Center, printed in both Spanish and English, spell out the three major program objectives, which focus on a goal of integrating students from the two cultures. The center is designed to promote cultural awareness, cultural research and cultural understanding.

It was conceived as a special section of the school library devoted to information about the Southwest, and Tucson in particular. The emphasis is on oral histories of barrio residents, folklore collections and historical materials. The objectives of the program are to give barrio children a sense of their identity and heritage, and to integrate them with students from outside the area by creating an understanding of their background, involving all students in a common objective.

EARLY STAGES:

Several teachers and the librarian began the program in 1983. The first phase of the program consisted of interviews with barrio residents. In what became a cooperative effort between students, parents, neighbors and staff, these interviews were developed into a book of folklore, *Tales Told in Our Barrio*, as part of a series of creative writing projects. A second phase involved student art projects to illustrate the book, and the third phase consisted of the collection of historically significant items. Students continued the interviewing process, and the quantity of material grew to the point where the library began to categorize, process and distribute the information to students and faculty.

RESOURCES AVAILABLE:

The Carrillo Heritage Center houses books and information on Tucson and the Southwest, as well as oral histories of barrio residents. The heritage collection has grown to include 120 volumes of local and regional history, many now out of print; 26 audio tapes of oral interviews with barrio residents, some no longer living; 5 video tapes made by students and faculty; one slide/tape presentation done by students; and three file drawers of ephemera, including an historic photo collection. The Heritage Center provides a place for Carrillo students and faculty to do in-depth research on Arizona and the Southwest.

With the successful completion of Tales Told in Our Barrio came the impetus for more project-sponsored books based on research conducted in the community by students, parents, and staff. The second book produced for the project was the Tucson Festival of Foods which extends the rich heritage into a study of Southwest food lore. The uniqueness of the Sonoran Desert environment provides a range of plants as a source of food and medicine which can be traced back to Indian and Mexican ancestral use. Celebration in our Pueblo, the third book, deals with the results of research and interviews of older barrio residents on the celebrations unique to the area. The fourth book to be produced is, Women's Voices in the Barrio.

The research in the community has also led to other activities. A Readers' theater was developed as a study unit for 4th-6th graders. Students dramatized the stories from Tales Told in our Barrio, and a teachers' packet detailing this unit is available. A gallery with old photographs of the barrio, its residents and early Tucson life is located in the main hallway of the school running from the entrance to the library.

STAFFING AND COSTS:

The program was partially funded by a Tucson Unified School District Enrichment Grant of $400 which was the source of the beginning book collection, and tape collection. (The Media Center already had cassette tape recorders and video equipment.) The annual budget is $3200. Staff wages, that part of the librarian's time devoted to the program, for four hours weekly comprise $2,700 while materials are budgeted at $500. Community volunteers serve one hour per week, and students can volunteer for up to 4 hours weekly. Four neighborhood residents serve as volunteer consultants to the project.

PROJECT IMPACT:

According to the Assistant Director for Instruction of the Tucson Unified School District, the Heritage Center's impact is being felt far beyond the walls of Carrillo School, as other school librarians are inspired to emulate this exciting project and adapt it to their own situations. Local history, heritage, and folklore play a significant role in every region and allow a community to better understand its past, present and future. This program is adaptable to every community.

From Tales Told in Our Barrio

"The people of the barrio have seen many changes and the change in their school came with mixed blessings. The people shared their histories and stories with us perhaps, because they wanted us to understand their pride in their neighborhoods. They educated us in the rich heritage which surrounds us. Children and grown-ups developed a great respect for what used to be, what is now, and what may come in the future. As educators, we believe in the power of educated children, so we made it possible for the children to gather information from original sources, to research at the Arizona Heritage Center, and to record tales told in the barrio. For the Anglo children, it was an exercise in research and folklore history. For the neighborhood children it was that, too, but often a genealogy search.

For all involved, children, teachers and parents, it was an exercise in caring, working and learning together. We think, perhaps, this is the real purpose of desegregation."

CONTACT: Carol Cribbet-Bell
Librarian
Carrillo Magnet School
440 South Main Street
Tucson, AZ 85701

TELEPHONE: (602) 882-8773

ESSENTIAL PROGRAM ELEMENTS:

- Integration of school population with barrio
- Heritage Center which houses information on community
- Oral histories of barrio residents

DISSEMINATION SERVICES:

- Program documentation
- Consulting by arrangement

FUNDING SOURCES:

- Local funds
- Tucson Unified School District Enrichment Grant

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INFORMATION SKILLS CONTINUUM
GLENBROOK NORTH HIGH SCHOOL
NORTHBROOK, ILLINOIS

"Information skills integrated into the high school curriculum"

In 1978 the Instructional Media Center staff at Glenbrook North High School established a goal that all students in the school would learn a comprehensive set of skills. The professional media center staff defined themselves as teachers who also happen to be librarians, and decided that if that were the case they should actively work with classroom teachers and students to teach information-gathering skills.

The staff determined that they would base their approach to the problem on the following criteria:

- The program would be based in the curriculum, and so would be an integral part of specific courses.
- Teachers and librarians would team-teach and each evaluate part of the curriculum.
- Students would all produce a document of some sort so reading and writing skills would receive reinforcement.

THE IMPLEMENTATION STRATEGY:

A social studies course required of all freshmen, the History of World Civilization, emerged as the most appropriate one with which to begin. Not only did it ensure that all freshmen would participate in the information-gathering skills instruction; the existing curriculum and course requirements fit with the goals of the media center staff. They could integrate this set of skills and be perceived to be assisting the Social Studies department.

A team of two librarians and a social studies teacher developed the materials based upon the broad goals already established, and created *Where To Begin!*, a directional handbook for students which would become part of the course curriculum. This was presented to the Social Studies department staff at an in-service workshop in early 1981, and has been part of the curriculum since.

DEVELOPMENT OF THE PROCESS:

The process has been repeated for courses in each of the following grades. *Where To Begin!* was followed by *What's Next!* for a required sophomore English course. *Put It Together* was taught for the first time in junior English classes in the 1985-1986 school year as part of a required junior English term paper. *Using It - History* has been taught as part of the U.S. History program for honor students, and *Final Step* has been written for seniors but is not yet printed. This booklet will be used for students in senior English writing courses, and includes instruction by library staff at the local community college, who teach students how to access DIALOG, to which the school does not have direct access.

A goal of the library staff is to participate in the evaluation of student work and to convey that the skills they are teaching are as important as other instruction. The extent to which librarians participate in student evaluation is negotiated with each teacher with whom they work, but this past year librarians evaluated bibliography cards, notecards, outlines, thesis statements, final papers, rough drafts, speech bibliographies, and combinations of these.

REFINING THE CURRICULUM:

Students are expected to use each of the directional handbooks with a minimum of direct assistance from teachers and librarians. Consequently all students are asked to evaluate the booklets as they use them. They complete an unsigned evaluation form which asks for: positive comments, items that are not clear, examples or illustrations that would help clarify a section, items omitted that might be included, and an overall evaluation of the booklet.

Staff use these as one source of information for deciding upon annual revision of the booklets. Decisions are made at staff meetings consisting of librarians, paraprofessionals, teachers and the program coordinator.

PROGRAM COSTS AND OUTCOMES:

Since the program is fully integrated into the life of the library and the school curriculum it is impossible to isolate its costs. *Putting It Together* costs the Instructional Media Center $3.50 to print, for instance, and booklets are distributed to every student taking the relevant course. There has been no formal evaluation of the program's impact on student information-gathering skills, but the school is in the early stages of discussing an evaluation design. Informal feedback from teachers has been positive, both in terms of unsolicited comments from teachers with whom the Instructional Media Center has worked and interest on the part of teachers from departments which have not yet been integrated into the program.

CONTACT: Jerry R. Wicks
Coordinator, Instructional Materials Services
Glenbrook North High School
2300 Shermer Road
Northbrook, IL 60062

TELEPHONE: 312-272-6400, ext. 349

ESSENTIAL PROGRAM ELEMENTS:

- Systematic integration of information skills into the curriculum
- Directional handbooks
- Student feedback process

DISSEMINATION SERVICES:

- Copies of handbooks
- Visits by arrangement

FUNDING SOURCES:

- Local funds

LIBRARY-CENTERED INSTRUCTIONAL UNITS
HENRY COUNTY HIGH SCHOOL
PARIS, TENNESSEE

"A comprehensive program of library-centered research units supports all areas of the high-school curriculum"

The goal of the library staff at Henry County High School is to integrate the library media program into every content area of the curriculum and to provide students with the lifelong skills necessary to retrieve and use all types of media. To accomplish this, librarians and teachers working together over a 15-year period have developed an extensive collection of library-centered instructional units for English, science, social studies, and mathematics. The units require students to do reading and research in a variety of media sources and to communicate the results of their learning through projects ranging from written reports to art and media productions.

MOVING AWAY FROM THE STUDY HALL:

When the high school first opened 17 years ago, it had a traditional study hall program in which all students were assigned one period for study and could visit the library if they wished. Many never did, and both teachers and librarians observed that in general students had no research skills. The staff decided to break with tradition and abolish the study hall period. Now each student's schedule is filled, but instead of missing out on the library, classes do much of their work there, with study units in all areas of the curriculum.

To give the school's 1,400 students the background they need for conducting library research, the program includes courses using the library media center. Designed for grades 9-12, the courses teach students to select and use resources independently. They learn how to find books in the library and how to find information in books, how to identify sources through guides and indexes, how to use reference books, and how to identify and use appropriate audiovisual hardware and software. The courses also teach appreciation of different literary genres and good library citizenship.

CLASSES IN THE LIBRARY:

The staff was fortunate to have a large library with separate wings that could accommodate up to four classes at one time. Making the most of this facility, teachers bring their classes into the library for work on the research units, which were jointly developed by teachers and librarians, and are correlated with classroom instruction. All of the librarians are teaching librarians; both they and the teachers work together with students, using the library as a laboratory.

The study units vary widely in subject and scope; ranging from single activity sheets to mini-units to large-scale units that may cover a semester or more. Their variety and creativity is difficult to encapsulate. An example is the social studies unit "Economics and You," which involves students in using magazines, almanacs, books, encyclopedias, catalogs, and other sources to learn about trademarks, advertising, energy, pollution, the law of supply and demand, developing nations, labor unions, government regulation, the international monetary system, insurance, transportation, and the stock market. They document and demonstrate their learning in written and oral reports, posters, charts, and graphs.

Another unit, "Exploring the Story," focuses on the novel "Where Eagles Dare" by Alistair MacLean. Students use encyclopedias to study the background of key terms such as espionage, sabotage, scopolamine, and World War II; atlases to trace the story locations and their background; the "Reader's Guide to Periodical Literature" to find movie reviews; and biographical sources to learn about the author. Similar units focus on the story of Dracula and others.

Units cover all basic subject areas. A partial sampling of other titles includes "Mythology," "Environmental Pollution," "Indians of North America," "A Little Laughter," "Adventure and Suspense," and "Mathematics Task Cards." Larger units are "The Modern World of Twentieth Century America," the 18-part "Psychology," and "English Literature Comes Alive in the Library Media Center."

STAFFING AND COSTS:

The library is staffed by two full-time professional librarians and one clerical aide, who work together with the 67 faculty members. For 1985-86, the total budget for materials and equipment was approximately $15,000.

ASSESSING RESULTS OF THE PROGRAM:

The program has not been formally evaluated; although standardized tests are given in the district, it has not been possible to correlate results with the library program. Staff members report, however, that observation has indicated improvement in student research skills.

CONTACT: Mrs. Peggy D. Derrington
Librarian
Henry County High School
Route 4
Paris, TN 38242

TELEPHONE: (901) 642-5232

ESSENTIAL PROGRAM ELEMENTS:

- Library research units in all curriculum content areas
- Teachers and librarians provide instruction, using the library as a laboratory

DISSEMINATION SERVICES:

- Program documentation
- Visits and consulting by arrangement

FUNDING SOURCES:

- Chapter 2 E.S.E.A. funds
- State funds
- Local funds

LIBRARY RESEARCH PROGRAM
ABRAMSON HIGH SCHOOL
NEW ORLEANS, LOUISIANA

"High school library provides a special program of instruction in research techniques"

Each year incoming freshmen at Abramson High School in New Orleans take a test of library research skills, as do the outgoing seniors. The test results are used by the library staff to identify the areas in which the new students need instruction, and to measure the attainment of skills by seniors so that they can improve their teaching in specific areas. The testing reflects the Abramson staff's philosophy that research skills are important to critical thinking and to effective communication -- they are skills that every student should acquire, whether he leaves Abramson to pursue a college degree or to seek a job. To give students these skills, librarians work closely with teachers in a program of library research instruction that is coordinated with the classroom curriculum.

DETERMINING THE AREAS OF NEED:

The program began in 1983, when the library staff observed that the school's 2,400 students did not always have adequate research skills to complete the assignments teachers gave them. Teachers, on the other hand, did not have a coordinated structure for teaching research skills; a social studies teacher might assign a paper, mistakenly assuming that certain research techniques had been taught in English, or vice versa. To solve this problem, the library research program was developed with four major goals: (1) to help students develop proficiency in critical thinking and research techniques; (2) to provide opportunities for students to learn how to use newer media and accompanying equipment; (3) to make students aware of all the services available in library media centers; and (4) to refer students and teachers to academic libraries and other community resources when information is not available in the school library media center.

The first step in starting the program was the testing of all incoming freshmen to determine which study skills needed to be taught, which needed to be reviewed, and which should be emphasized as an integral part of all on-going instruction in the curriculum. Test scores indicated that students understood the Dewey Decimal system, the arrangement of books on shelves, the use of guide words on card catalog trays and word guides within the trays. However, they needed instruction in the use of "Reader's Guide to Periodical Literature" and such special references as handbooks, atlases, yearbooks, biographical dictionaries and indexes.

DEVELOPING A STRUCTURED PROGRAM:

Based on the test information, the staff developed a program of library skills to be taught during a student's four years at Abramson. The program emphasizes the use of index and table of contents in various special reference books (and in textbooks), the value of an outline in research, and techniques for discovering all relevant sources of information for any purpose. Materials used include class sets of reprints published by "Reader's Guide to Periodical Literature."

At the beginning of each year, librarians conduct an orientation course to introduce all freshmen to the resources and services of the library media center. They also provide a refresher orientation at a teacher's request, or if staff observation reveals the need. Research skills are taught and reviewed as an integral part of courses in English, social studies, and science. Working with teachers, librarians schedule their instructional units at appropriate times to prepare students for assignments requiring particular research skills. Classes come to the library, and teachers and librarians cooperate in the teaching. Librarians also observe student research activities, and provide individual instruction as needed or requested. For self-directed tutoring or advanced study, videotapes can be used in specially wired study carrels.

To allow sophisticated research, the Abramson collection includes 19th-century issues of the "New York Times" and the corresponding index, and 18th-century diaries and reports that cover the American revolutionary era. Obtained with a State mini-grant, the collection gives students enrolled in advanced social studies classes an opportunity to work with primary sources. There is also an unusually large and wide-ranging collection of magazines in original form, on microfiche, or on microfilm.

STAFFING AND COSTS:

The library has three librarians and two clerical assistants, along with two student assistants. In 1985-86 the program budget was $29,441.

HOW RESEARCH SKILLS ARE MEASURED:

Students are tested with the Test of Library/Study Skills by Gullette and Hatfield. At the end of each year, the librarians make a comparative study of test scores of the freshman and senior classes to determine to what extent students are achieving the needed skills to become independent users of libraries. Substantially better performance by seniors indicates that the program is successful in improving students' library research skills.

CONTACT: Mrs. Hazel Moore
Head Librarian
Abramson High School Library
5552 Read Blvd.
New Orleans, LA 70127

TELEPHONE: (504) 246-4517

ESSENTIAL PROGRAM ELEMENTS:

- Regular assessment of student needs and program performance by testing of freshmen and seniors
- Structured program for teaching library research skills in conjunction with class assignments
- Collection specially designed to support research skills activities

DISSEMINATION SERVICES:

- Program documentation
- Notebook of useful materials compiled by librarians
- Visits and consulting by arrangement

FUNDING SOURCES:

- State funds (special collection grant)
- Local funds

REACHING OUT WITH MEDIA
EAST MECKLENBURG HIGH SCHOOL
CHARLOTTE, NORTH CAROLINA

"Public-relations program creates awareness of high school media center's many services"

With over 2,200 students, East Mecklenburg is a large high school offering a wide range of programs for a diverse student body. The task of supporting the instructional programs with a comprehensive, sophisticated media service is a challenge in itself, but the East Mecklenburg media staff found an additional need -- keeping teachers, students, administrators, and the community aware of the services the media program can provide. To foster this awareness the staff developed "Reaching Out With Media."

A MULTI-FACETED MEDIA PROGRAM:

The media program has twelve specific written goals, each accompanied by indicators to measure its achievement. The goals include giving students the skills to meet State competency standards in reference skills, training students and faculty to use various media formats for presenting information, introducing computer use, providing an appropriate collection, and expanding video production and services for faculty and students.

Student competency goals for media skills are specified by a Statewide scope and sequence, with objectives and curriculum activities for each grade level. The district also has a library media center curriculum guide. Using these outlines, East Mecklenburg media specialists have developed a notebook of skill-related activities covering all types of media and various subject areas. The use of specific activities is planned with the teacher and modified to meet the abilities and needs of the group.

To support the teaching of media skills, as well as all other curriculum areas, the media center collection includes over 26,000 books, 150 periodicals, and a microfilm collection. Audiovisual services include a photography darkroom, audio tape facilities, copiers, transparency-making, projectors, dry mounting press, typewriters, headliners, laminating, and binding. There are production facilities for cable television, and the media director and a teacher team-teach a T.V. class whose students are responsible for a daily television program broadcast throughout the school. In addition, the media center houses a computer room with 10 Apple computers, and the staff offers learning centers, inservice activities, courseware preview exhibits, and individual and small-group instruction in computer basics for teachers and students.

MAKING USERS AWARE OF RESOURCES:

"Reaching Out With Media" entails a number of different activities for keeping students, faculty, administrators, and the community up to date on the media center's many services, and for promoting the fullest possible use of them. For students, the program issues a brochure that outlines policies, services, and resources, and is distributed during orientation and class presentations. There is also a "Happenings Board" in the media center that displays articles from local newspapers about and by East Mecklenburg students. Production orientations offer hands-on experience in using various production tools, as well as a chance to view completed projects.

For faculty members, the program publishes a newsletter, "Making It With Media," which contains news items about available services and new acquisitions, special interest articles, and notices of events. An annual "Media Mixer" is hosted for new faculty members and student teachers, to acquaint them with the program's services. They also receive a "Media Survival Packet," a reference guide to the full range of media services. Renewal workshops are also held annually to bring teachers up to date on production techniques.

Administrators receive a listing of yearly goals and objectives for the media program, and the media staff submits semester reports that describe staff involvement in the instructional process and professional activities. Media staff members also publish journal articles and teach workshops to share their ideas with other educators.

Contact with parents and the community is maintained through a newsletter, "Messages from the Media Center," which is distributed at the fall and spring open house meetings, and through workshops that explain the program and services. "The Eagle's Eye," a closed-circuit TV program broadcast throughout the school by the media center, presents community leaders, authors, and other speakers.

STAFFING AND COSTS:

The media center is staffed by three media specialists and one full-time media aide. Student assistants and parent volunteers also help in the media center. All of the public relations materials are produced in-house, except for the newsletter, which is printed at the system print shop and costs about $30 per month. The cost of supplies comes out of the regular budget. For the media program as a whole, materials and equipment have been acquired over a period of 15 years, and start-up costs in another location would depend on how much that school already had.

EVALUATION:

In evaluating the program, the staff looks at use statistics for media center services. These indicate that classes from all of the curriculum areas have used the media center for research or production projects in the last year. First-semester totals for class use rose from 336 in 1980-81 to 530 in 1984-85. Student support for the program is another indicator: In 1984-85 the Student Congress donated $600 for an A.V. processor to edit video productions, and several other items in the media center have been purchased with class donations.

CONTACT: Carolyn G. Palmer
Media Specialist
East Mecklenburg High School
6800 Monroe Road
Charlotte, NC 28212

TELEPHONE: (704) 537-3031

ESSENTIAL PROGRAM ELEMENTS:

- Comprehensive high school media program
- Coordinated public relations effort to inform faculty, administrators, students, and community about the services available

DISSEMINATION SERVICES:

- Copies of publicity materials
- Visits and consulting by arrangement

FUNDING SOURCES:

- Local funds

LIBRARY ON-LINE
CENTRAL HIGH SCHOOL
BLOUNTVILLE, TENNESSEE

"Our electronic bulletin board installed in January completed 1,000 transactions in one month of operation"

Central High School library has changed from a storehouse into a center for managing communication and information for its 1,500 students. The library went "on-line" in order to meet the needs for improved communication and information services for the educational community. Central High was the first school in the state to install an electronic bulletin board system (BBS) to encourage communication and offer support to students and others who wish to participate in the system. The program includes an interactive, community-wide bulletin board, called "Newsletter," as well as an in-house, non-interactive message and information center.

ON-LINE SYSTEM:

The interactive bulletin board features a 24-hour data line. Anyone with access to a personal computer and a modem -- teachers, students, and others in the community -- can call the school telephone line during operating hours. They can exchange "mail", post messages for individuals or groups, ask for specific information or reference opinions from a variety of fellow participants. There also are provisions for the exchange of machine readable data and computer software.

According to the program librarian, the name "Newsletter" is an appropriate term for the Bulletin Board System. It updates each time it is accessed; it is used at the discretion of a wide range of participants who share the common feature of electing to become involved in the exchange.

IN-HOUSE COMMUNICATION:

During the school day there is a second operational electronic information and communication network. From 7:00 a.m. to 2:45 p.m. an in-house, non-interactive system is managed from the circulation desk of the media center. This system functions primarily to provide messages and announcements to remote locations in the school. The purpose of this announcement and message center is to have a better informed student body and to contribute toward the social cohesion within the educational organization.

> "We have been very excited about the on-line program at Central High School. That library media center is far ahead in this area and is serving as an example for the other schools in the system. Their success in becoming a real information center has drawn the attention of those less adventuresome in the use of technology and will provide the incentive and guidance to the other schools in the system."
>
> (Media Services Director, Sullivan County)

STAFFING AND COSTS:

The Central High School Media Center is staffed with two full-time librarians and a secretary. The price of a system will depend upon the software and hardware selected. A working system can be put together for approximately $2,500. This would include a 32-bit multiprocessing unit, a CD-ROM Drive, 1 disc drive, a 300/1200 baud modem, one Encyclopedia and update, one printer, BBS software and non-interactive software.

PROGRAM EVALUATION:

Approximately 100 people used the system during the first two months of operation. During the first five months of 1986, 30-50 attended the monthly users' meetings.

CONTACT: Mrs. Koleta Tilson
Librarian
Central High School
Route 4
Blountville, TN 37617

TELEPHONE: (615) 323-5119 (voice)
323-5074 (data line)

ESSENTIAL PROGRAM ELEMENTS:

- Electronic bulletin board
- Announcement and message center

DISSEMINATION SERVICES:

- Videotape
- Consulting by arrangement

FUNDING SOURCES:

- Local funds

MODEL MEDIA CENTER UTILIZING MICROCOMPUTERS
MMI PREPARATORY SCHOOL
FREELAND, PENNSYLVANIA

"School media center demonstrates how to get the most out of microcomputers"

The Model Media Center resulted from a one-year demonstration project. The Mining and Mechanical Institute's (MMI) library media specialist recognized that most librarians, herself included, were not using computers to full potential, and that little guidance was available to help them learn how to do so. A survey of librarians in the area had indicated that only 17 percent were using microcomputers, and of these, 84 percent were using them for one task only. The literature offered articles on how to use the computer for a given library task, but none on how to use it for the full range of tasks that were possible. The Model Media Center project set out to demonstrate and document the process for a small school library.

FINDING A STARTING PLACE:

In 1985, MMI obtained a grant for a project to answer these questions: What if a school library applies all that microcomputer technology has to offer? What steps should be followed? What are the benefits and the drawbacks? The plan was to implement as many computer applications as possible to improve the school's library, which serves 20 faculty members and 193 students in grades 7-12. The product would be a book documenting their model for others.

The librarian began by taking the advice of Eric Anderson in "The Primer of Library Microcomputing." He listed three steps: (1) "Identify a local task that is killing you in the manual world"; (2) "Identify a piece of micro software that has the potential to solve it"; and (3) "Identify the hardware that the software runs on." Following this approach, she soon identified a dozen routine library tasks that could be done using available software. Part of the grant money was then employed to obtain the necessary programs and computers. The resulting changes in time and cost of various library operations are summarized in this chart taken from the program's handbook:

TIME, COST ANALYSIS

TIME SAVED WITH COMPUTERIZATION

	BEFORE	AFTER
Catalog Card Production (50 books with complete cards, pockets and labels)	18 hours	2 hours (1 hour to type, 1 hour to print)
Check in 50 books (accuracy is increased tremendously with the computer)	30 minutes	5 minutes
Check out 50 books	1 hour	1 hour
Compose overdues and fines (for one week's circulation)	4 hours	4 hours
Reports to patrons when they come in library as to books out, fines, etc.	10 minutes	5 seconds
Monthly circulation report	1 hour	10 seconds
New book newsletter (typed listings with graphics, borders, etc.)	3 hours	30 minutes
Bibliography updates (4 page bibliography)	2 hours	15 minutes
Letters (25 individual)	4 hours	30 minutes
Lists (update memorials, patrons, benefactors)	1 hour	5 minutes
Searching for periodical articles	varies (could be hours)	15 minutes
Summary	2 weeks	2 days

ADDITIONAL SERVICES IN A SCHOOL LIBRARY:

Besides the routine tasks originally identified, MMI staff branched out to include circulation of software and hardware -- as the librarian put it: "Why not? It's part of the collection, isn't it?" They also became involved in the evaluation of software and hardware for themselves and the faculty. As awareness grew of how computers could support teachers in their work, the library offered teacher training workshops on computer literacy and applications such as word processing, classroom demonstrations, grade keeping, and test construction. A collection of computer reference materials was developed.

The computer was also used to prepare and update bibliographies of new books for circulation to the faculty, and data base management software allowed the staff to keep track of information such as book memorials and donations, circulation statistics, and book and software reviews. Graphics programs were put to good use creating signs and notices, labels, bookmarks, and displays.

COMPUTERIZED LIBRARY SKILLS INSTRUCTION:

As the librarian surveyed the software market, it became clear that many programs were available to help with library skills instruction for students. It was a natural step to expand computer use into this area, and then into on-line searching. Once students began to identify references with on-line searches, there was a need to expand the library's retrieval capabilities through inter-library loan arrangements, which were made with two libraries in the region.

STAFFING AND COSTS:

The program requires no extra staffing, but a considerable change in the ways staff time is spent. The media specialist reported that selecting and learning to use software and hardware is time-consuming, but pays off in the long run, as illustrated in their time and cost analysis. The total project grant was for $28,843, of which 30 percent went for equipment, including a computer lab with nine microcomputers and two printers. Other items were a computerized circulation system, on-line searching fees, over 200 software programs, books and periodicals, and miscellaneous expenses.

RESULTS OF COMPUTERIZING:

A committee of faculty and the librarian met at the end of the year to answer a series of evaluation questions focusing on software, hardware, training, teachers and library staff, and students. Many of the results of the program are summarized in the handbook, a step-by-step guide for libraries that outlines the experiences at MMI and makes recommendations for others who want to computerize their services.

CONTACT: Nancy Everhart
Library Media Specialist
MMI Preparatory School
154 Centre Street
Freeland, PA 18224-0089

TELEPHONE: (717) 636-1108

ESSENTIAL PROGRAM ELEMENTS:

- Careful review and selection of appropriate computer software
- Computer hardware that can run the selected software

DISSEMINATION SERVICES:

- Program handbook: "MMI Preparatory School, Computerized Model Library"
- Visits and consulting by arrangement

FUNDING SOURCES:

- State funds (demonstration grant)

ON-LINE DATABASE SEARCHING
RADNOR HIGH SCHOOL
RADNOR, PENNSYLVANIA

"A high school library teaches students to use electronic research tools for school projects"

Radnor High School, located in suburban Philadelphia, serves over 1,100 students in grades 9-12. The district's curriculum for grades K-12 contains a sequential program of library skills instruction with over 100 specific objectives including library use, reference skills, research techniques, and evaluation and appreciation of materials. The highly academic curriculum addresses the needs of the mostly college-bound students, and the library's collection and services provide extensive and sophisticated support for the instructional program. In 1979-80, the library at Radnor High School became the first in the country to offer on-line database searching to students.

A NEW DIMENSION IN STUDENT RESEARCH:

The major purpose in adding on-line bibliographic searching to the other library services was to make students aware that printed indices are no longer the only means of access to information. The library staff knew that the program would increase the bibliographic resources available to students by literally millions, and would provide an opportunity to teach computer skills and the research skills central to computerized searching -- questioning strategy, word relationships, approaches to a designated subject, and expansions and limitations of search words.

The new service began as a pilot program, taking advantage of the reduced-rate classroom service being introduced by the DIALOG database system. In the early stages, librarians received orientation to DIALOG, and in turn offered training to faculty members and designed instructional units to meet specified subject area needs. They decided to begin students' DIALOG training during their first year in the school. All ninth-grade honors students are required to learn on-line searching.

INSTRUCTIONAL UNITS FOR ON-LINE SEARCHING:

Early teaching units using DIALOG were conducted as experiments. For example, ninth graders were introduced to DIALOG searching as one way to gather sources for a research paper on energy in their science class. They were required first to define and narrow their topics through a manual search; then the librarian taught them the procedures for searching on-line with DIALOG. After mapping out a search strategy and refining it with the help of the librarian, each student chose an appropriate database from the many offered by DIALOG and conducted his or her own search.

The teaching units used with ninth graders present the ground rules for developing a search strategy, along with examples of search terms that might be used for various sample topics, and their specific computer formats. A worksheet lets students devise a search strategy for their own topic, following the paradigm presented in the instructional material. There is also a section where students fill in the sequence of commands to be used at the terminal, so that the completed worksheet serves as a script for the actual search session.

STAFFING AND COSTS:

No extra staff have been needed to implement this program. On-line searching does require that a school staff person carry out the log-on process in order to protect the password. Staff at Radnor have found that this can be a professional librarian or clerk who is trained in the DIALOG procedures. Alternatively, special hardware and software are available that will conduct the log-on process automatically, thus allowing students to do a search independently.

The special classroom teaching rate offered by DIALOG is $15 per hour (including the telecommunication company's fees) for the amount of time connected, regardless of the database used. Radnor staff have found that the average cost per search is under $3. Basic equipment required includes a terminal, a printer, and a modem. A CRT is a valuable addition for preliminary searching and class demonstrations. Approximate startup costs are $1,800 for equipment, $200 for printer supplies, $100 for manuals, and $135 per person for staff training. The librarian estimates annual on-line charges at $2,000. The program has not required additional staff time.

RESULTS OF ADDING A NEW RESEARCH TOOL:

Staff members report that a strong indicator of the program's usefulness comes from their own observation: Students are often more creative and confident in using the electronic database than in using traditional indexes. They appear to take to on-line searching with ease as an extension of their research skills. Records of on-line search use show 84 searches conducted in the program's first year, growing to an average of around 500 in recent years. In a typical year, the largest number of searches were in Magazine Index, but a total of 30 different DIALOG databases were used, indicating the wide range of student research topics and strategies.

CONTACT: Elyse Fiebert
Head Librarian
Radnor High School
King of Prussia Road
Radnor, PA 19087

TELEPHONE: (215) 293-0855, ext. 314

ESSENTIAL PROGRAM ELEMENTS:

- On-line hookup provides access to computerized database
- Instructional units for teaching on-line search skills
- Coordination of on-line searching with classroom research requirements in English, history and science

DISSEMINATION SERVICES:

- Visits and consulting by arrangement

FUNDING SOURCES:

- ESEA Title IV-B (program start-up)
- Local funds
- Corporate contribution

DRESSES ON LOAN FROM THE LIBRARY (D.O.L.L.)
BROOME HIGH SCHOOL
SPARTANBURG, SOUTH CAROLINA

"High school library offers a unique collection -- formal dresses that can be checked out"

A girl donated her mother's wedding dress to be used in a play at Broome High School. After the play, the dress ended up in the school's library media center. A student saw the dress and asked if she could borrow it to wear for her wedding. The media specialist agreed, and over the next few years the dress was borrowed for three more weddings. In the spring of 1978, with prom time approaching, the media specialist was aware that many students would not attend because they could not afford a special dress. Thinking of the wedding dress, she decided to expand the collection and make circulation of dresses a regular library service. This was the beginning of D.O.L.L. -- Dresses on Loan from the Library.

BUILDING THE COLLECTION:

The media specialist asked for help from teachers, parents, friends, and students. She acquired 24 dresses, which she hung on a clothes rack in a room in the back of the library. The concept proved popular, and the collection has since grown to over 300 dresses. Donors have included the bridal buyer for a local department store, parents, and students themselves.

Aware that no one wants the "hand-me-down" look for a special occasion, the media specialist is selective in expanding the collection. All dresses are in good condition, and are expected to be returned that way. Styles include prom dresses in both full and tea length, two wedding dresses, and two identical dresses that can be used for bridesmaids. Sizes range from 1 to 16. The media specialist has sometimes sought out an unusual size for a borrower if there was none in the collection.

CIRCULATION PROCEDURES:

Reference and checkout methods are simple and informal. When a girl comes to the media center to borrow a dress, she can browse through the selection available in her size and try on those that appeal to her. The dress area has a round mirror that was also donated. Often girls bring their friends, parents, or boyfriends to help them select a dress. When the choice is made, the media specialist or her assistant writes down the identity of the dress, and the borrower's name, address, and phone number if applicable.

Because Broome is a small school in a rural area (serving 750 students in grades 10-12), the media specialist knows all the borrowers and their families, and has found no need for more formal circulation procedures. In general, dresses are kept for about a week before and after the occasion.

STAFFING AND COSTS:

The program requires no extra staff and no extra expenditures. The dresses, the racks used to hang them, and the mirror were all donated.

RESULTS OF THE D.O.L.L. PROGRAM:

Although the program was started with the needs of the disadvantaged in mind, it has become very popular throughout the school, and students of all income levels check out dresses. In 1985, 38 dresses were checked out for the junior-senior prom. Teachers and parents have also been borrowers. Since the area does not have its own public library, the school library is open to the community. The media specialist notes that D.O.L.L. has had the ancillary benefit of drawing more people into the library; she reports an estimated increase of 10 percent in overall circulation since the program began.

CONTACT: Mary Ann Munn
Media Specialist
Broome High School
Route 12, Box 134
Spartanburg, SC 29302

TELEPHONE: (803) 579-4770

ESSENTIAL PROGRAM ELEMENTS:

- Circulating collection of donated formal dresses
- Dress storage and fitting area in media center

DISSEMINATION SERVICES:

- Articles describing program
- Visits and consulting by arrangement

FUNDING SOURCES:

- Donated materials and equipment

VIDEOTAPING THROUGH MICROSCOPES
WHITEHALL HIGH SCHOOL
WHITEHALL, MONTANA

"An innovative library media service supports science teaching"

Whitehall High School serves students from a two-county area of western Montana. Like most schools, it has a limited budget for equipment and houses its audiovisual equipment in the library media center. Science equipment resides in the science department, but a science teacher at Whitehall had an equipment problem: When students in his microbiology lab began to work with microscopes, more time was spent struggling with the equipment than seeing and learning about micro-organisms. Students had to go through the tricky process of mastering microscope technique one at a time; there was no way of sharing the experience or pre-teaching microscope skills to a class before starting them on lab experiments. The teacher found the situation inefficient, and the students found it discouraging.

The school's library media specialist began working with the science teacher on a system that would combine the science department's microscopes with the media center's video taping equipment and project the microscopic image on the television screen. After two years of trial and error, a small, affordable adapter was devised; simple cooperative procedures between the departments were developed, and "Videotaping through Microscopes" became a part of the school program.

MOTIVATING STUDENTS WITH MICROSCOPIC SHOWS:

The major goal of the program is to interest students in science. The microscope itself forms a barrier to learning until students have acquired the special skills for using it properly. Seeing a live paramecium is an exciting learning experience; missing it because lab time is over and you haven't been able to focus on it yet is not. A second goal is to use time more efficiently and effectively. The technology enables the teacher to pre-teach microscope skills for a group, so that students can have a successful experience when they go into the laboratory, and the teacher can avoid wasting valuable lab time on training each student separately to use the equipment. A third goal for merging the efforts of the library media specialist and the science teacher is to create a school atmosphere which identifies science as essential.

HOW THE SYSTEM WORKS:

The library media specialist and the science teacher coordinate the scheduling together, based on the microbiology lesson plans. When the teacher needs the equipment, the media specialist sets it up in the classroom. The science teacher describes the instructional sequence: "First, before any student has handled a microscope, I ... demonstrate focusing through all three powers, using a prepared slide. I show the problems that one may meet -- like focusing on the particles in the glass, or scratches in the cover slip. I also cover how to use the proper amount of light and the need to follow a set procedure in focusing."

"I then have the students look at cut-out letters, rulers and colored magazine pictures to get an idea of the reality of what they are seeing. They practice measuring objects, moving objects under all powers, and using the depth of field. With the video I can be sure that each student has seen what he should have seen after the lab is finished, as I cannot always get to each student during the course of a normal lab period."

"Then we observe different types of cells -- Elodea leaf, cheek cells and onion cells. We also stain these. After the students have made their observations, I either have representative student slides brought up to the video or make them myself and show the class what they should have seen."

EXPERIMENTS AND SPECIAL STUDENT PROJECTS:

Some of the experiments carried out with the video system include observation of coacervates (organized droplets of proteins and carbohydrates in a solution that simulate early, organized pre-life structures), how osmosis affects cells in Elodea leaves, bacteria and the effects of antibiotics and antibiotic resistance, and organisms in a pond-water ecosystem.

In addition to experiments prescribed in the curriculum, a number of projects have been undertaken by students, who have also learned to use the video equipment. Some of these projects are: A black widow spider catching a cricket, a demonstration on how to find and identify spotted knapweed gall fly larvae, mitosis, meiosis, and paramecium consuming yeast.

STAFFING AND COSTS:

The program requires no additional staff. Management is through the media center; the video equipment is checked out just like any other audiovisual aid. Whitehall staff note that the same technique could be used in a school where the science department had its own video equipment, but that for most schools, the cooperative media center/science department model would be appropriate. Total equipment cost is approximately $2,200 for a portable video recorder, color camera, and the microscope adapter developed especially for this program. The adapter, which is custom-made for each type of microscope and video camera, can be ordered from the same source used by Whitehall, and costs $435.

ACHIEVEMENTS OF THE PROGRAM:

Since the program began, 200 students have used it in the classroom to conduct 15 different experiments in over 150 hours of operation. No formal evaluation of the program has been done, but staff members assert that it has met its goals in the area of efficiency. They also cite indicators of greater student interest in science: More are enrolling in science classes, particularly more girls. In tests taken by college-bound students at the Career Fair in Missoula, Whitehall students scored higher in science than in any other subject area.

CONTACT: Mr. Al Anderson
Library Media Specialist
Whitehall High School
Whitehall, MT 59759

TELEPHONE: (406) 285-3488

ESSENTIAL PROGRAM ELEMENTS:

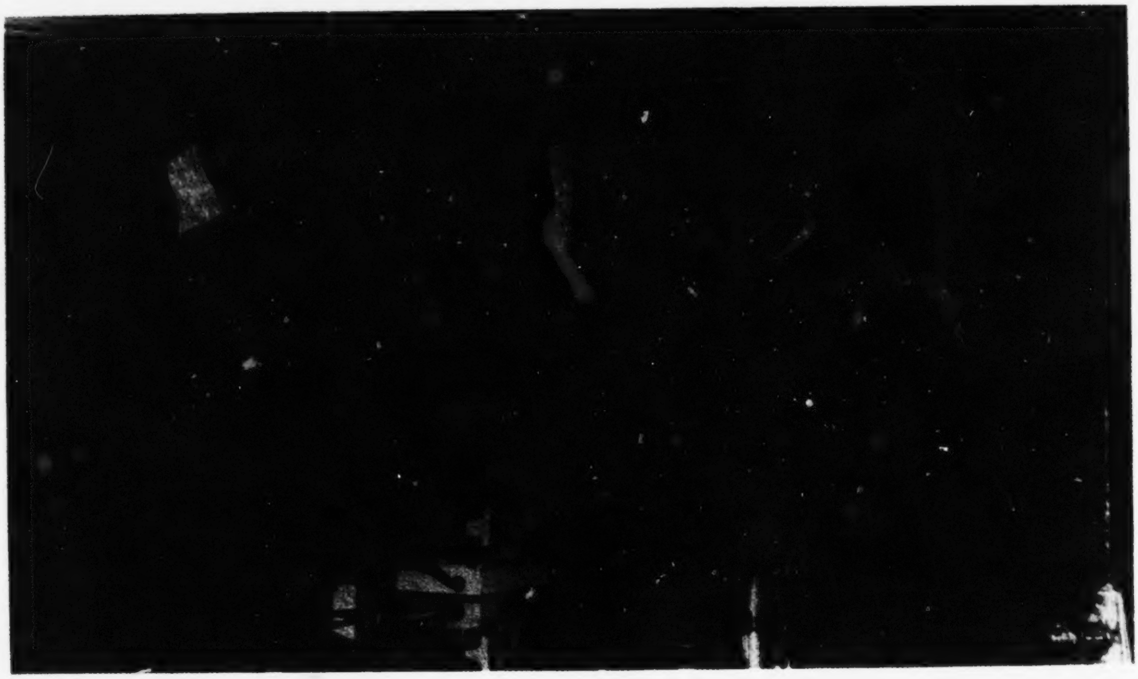
- Video equipment, special adapter for attaching video camera to microscope
- System of media specialist/science teacher cooperation for equipment scheduling and use

DISSEMINATION SERVICES:

- Program documentation
- Visits and consulting by arrangement

FUNDING SOURCES:

- Chapter 2 E.S.E.A.
- Local funds
- Corporate funds



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BIRMINGHAM MEDIA PROGRAM
BIRMINGHAM PUBLIC SCHOOLS
BIRMINGHAM, MICHIGAN

"District media program embraces literary appreciation, research skills, and information technology"

In Birmingham, Michigan, a high-income suburban area near Detroit, a sophisticated media program provides a wide range of services for the 7,500 students and 470 teachers. Challenged by high expectations in this community where 85 percent of the students go on to college, the media staff have developed a program with three major goals for students who graduate from the public schools: (1) to use a variety of reading and literary materials for personal information, pleasure, and classroom assignments; (2) to demonstrate self-sufficiency in the school library media center, functioning independently in the search for information and resources; and (3) to understand basic computer operations, applications, and the social implications of computer use in daily life.

The program's growth reflects the staff's belief in the central importance of planning, "an ongoing process which directs change." Each year media specialists and instructional administrators generate and rank operational goals that contribute to the formulation of long-range goals for the media program. This combination of annual and long-range goals guides the program at the district level and in each school.

THE LIBRARY MEDIA CURRICULUM:

Structured to correspond to the grade-level organization of the district schools, the curriculum outlines objectives, with specific activities and indicators, for the elementary grades K-5, the middle school grades 6-8, and the high school grades 9-12. The curriculum has evolved continuously since the program began in 1973. In 1982-85, for example, separate computer awareness units were developed and piloted; in 1986 these were merged with the previous research skills curriculum. At the same time, a concern for balance led to new emphasis on literary appreciation, viewed as essential to the well-rounded citizen of the future. For each area of the curriculum, study units are continually developed, tested, and refined. Wherever possible, media skills are integrated into the classroom curriculum rather than taught in isolation.

THE ROLE OF TECHNOLOGY:

Instructional technology plays an important part in the school program, and the media program serves to initiate, coordinate, and support its use. In addition to the K-12 computer literacy component of the library media curriculum, the media staff are responsible for an educational access channel, Channel 21, which is reserved by the local cable TV service for the use of the schools. With production classes at each of the two high schools, both teachers and students produce programs, which have included titles such as "Teacher Feature," "The Jellybean Jar" and "High School Highlights." After school cable clubs produce two types of live, call-in shows. "Teletutor" provides homework assistance while "Tube Talk" and "Upfront" discuss controversial issues with the viewing audience. School plays and athletic events are also videotaped for later cablecasting.

The media staff are also responsible for instructional television (ITV) programming in classrooms. ITV programs are available in 19 different curriculum areas, from art to economics, science, literature, and math. To introduce the service, the media staff sponsored workshops where teachers could learn how best to use the programs available and could preview both series and teacher guides.

CENTRALIZED SERVICES:

The District Media Center provides support services and helps to coordinate the program for all district schools. A monthly newsletter for media specialists and principals maintains contact between the building and district levels. Center staff handle purchasing, receiving, and shipping of instructional media, including over 80 microcomputer systems, over $13,000 worth of photographic and video supplies, and 3,500 K-8 library books every year. They also circulate over 7,000 films and videotapes annually, and manage 830 hours of programming on Channel 21. They provide training through dozens of computer and cable TV workshops for staff and community, and through a staff development program for building media specialists. In addition, the DMC is responsible for maintenance of the district's 57 public address systems, six language labs, over 450 microcomputers, and 5,000 A-V equipment items.

STAFFING AND COSTS:

A full-time program director supervises a staff of 12 at the District Media Center. These include a video specialist, production specialist, and operations assistants at each of the two high-school studios. There is also a book clerk, film clerk, half-time cataloger, computer consultant, office manager, and a maintenance supervisor with two repair technicians. At the building level, each of the 10 elementary schools and four middle schools has a full-time media specialist. The two high schools each have two media specialists and a support staff of four clerical and technical personnel. At the district level, the total cost of the program in 1985-86, including staff, materials, and equipment, was $1,555,386.

EVALUATION:

Each year the program is evaluated by examining the level of services provided and the extent to which they meet the goals specified for that year. Internal reports document progress toward operational goals. No formal evaluation has been done of the three major objectives for students. There has been no formal evaluation of student learning.

CONTACT: Lucy Ainsley
Director of Instructional Technology
Birmingham Public Schools District Media Center
1525 Covington Road
Birmingham, MI 48010

TELEPHONE: (313) 644-9300, ext. 629

ESSENTIAL PROGRAM ELEMENTS:

- Annual and long-range planning process
- K-12 curriculum for media program integrated with classroom curriculum
- Extensive use of technology to support instructional program

DISSEMINATION SERVICES:

- Program documentation, including the strategic planning process
- Newspaper and magazine articles
- TV Handbook, Instructional Computing and Media Services brochures
- Visits and consulting by arrangement

FUNDING SOURCES:

- Chapter 2, ECIA funds
- State funds
- Local funds

LEXINGTON LIBRARY MEDIA PROGRAM
LEXINGTON PUBLIC SCHOOLS
LEXINGTON, MASSACHUSETTS

"Librarians cooperate to help students become lifelong learners"

Helping students become independent, lifelong learners is a major goal in Lexington, one that has brought together librarians and teachers, school and public libraries, and the community at large, in an unusual and well coordinated media program. The aim is to educate students toward "information literacy" in a society that is growing increasingly complex and interrelated, requiring citizens to continue gaining new skills and knowledge throughout their lives. The program emphasizes cooperative systems for teaching and providing information, for use of new technologies, and for promoting literary and library skills.

SUPPORTIVE NETWORKS:

Cooperative efforts are important at all levels of the program. The district media staff runs two special libraries to support instruction. The Curriculum Resource Center houses program managers and circulates curriculum materials. The Professional Library provides materials for professional growth, and its staff programs three instructional television channels that send programs to every classroom on demand, as well as providing teachers with educational software.

On the town level, cooperation between Lexington school libraries and the town library is particularly close. In addition to presenting previews of their summer programs in schools each spring, public librarians work with their school colleagues to arrange tours of the adult library for sixth graders and present library cards to first graders during school visits. Town involvement in the schools is also strong. Over 100 local citizens provide a library volunteer corps which makes the teaching program possible. The local cable television company donated over $80,000 of equipment for the schools' cable program, and the media coordinator serves on the town Cable Advisory Committee.

TECHNOLOGICAL TOOLS:

The media staff has assumed major responsibility for implementing the school system's long-range computer and cable television plans. In each building, they provide training and coaching for staff and students, coordinate the use of equipment, and software selection.

Among the innovations currently in use is the computerized Instructional Materials Database, which produces bibliographies of materials to meet specific instructional needs and also serves to introduce students to electronic data retrieval. Computer programs for cataloging and circulation have made library administration more efficient, freeing specialists to spend more time with students and teachers.

Within the district, an Institutional Cable Loop connects terminals, and microcomputers with a PDP 11/70 and/or VAX minicomputer, while not interfering with audio and video signals transmitted on the system. Using the Institutional Cable Loop, Lexington has also connected school and public libraries electronically, giving media specialists access to the town library's on-line catalog from terminals in their media centers.

LITERATURE AND LIBRARY SKILLS:

Library reading programs exist in each elementary and middle school, implemented cooperatively with teachers. They are based on booktalks, reading lists, book fairs, and conferences between librarians, students and teachers. At the elementary level each student visits the library weekly on a scheduled basis for reference instruction and literary appreciation activities. There is a scope and sequence for the acquisition of reference skills. At the middle school level, a systematic program for teaching research skills has been designed in cooperation with English, social studies, and science teachers.

STAFFING AND COSTS:

The program is staffed by at least one full-time library media specialist at each of the five elementary schools, two middle schools, and one high school. Highly trained paraprofessionals and volunteers provide cost-effective support. The system budget allocated $95,650 for library materials in 1986-87, including $30,550 for books and $7,200 for periodicals.

EVIDENCE OF EFFECTIVENESS:

Ongoing evaluation of the program takes place through observation of student performance by teachers and media staff. District-wide scores on the CTBS at grades 4, 6, and 8 also provide indicators of the program's impact on student achievement. Since the program began, average scores in reference skills have increased, and students consistently perform well above the national average.

Lexington's Celebration of Books:

Underscoring the emphasis on libraries and appreciation of literature was the Lexington program's most ambitious cooperative venture, the "Celebration of Books." Held in December 1985, this was a town-wide, week-long book festival co-sponsored by the school and public libraries in cooperation with the PTA. During the week over 60 authors, illustrators, storytellers and puppeteers, including Pulitzer Prize and Newbery Award winners, presented programs in the schools, the public library, and various town facilities.

Every school student had an opportunity to hear at least one presenter. Pre-schoolers attended a party to welcome the Skog and his creator, Steven Kellogg, while high school students joined senior citizens to hear a presentation by Karen Fields (*Lemon Swamp and Other Places*) on collaborating with one's grandmother to research family history. George V. Higgins, Justin Kaplan, and Robert Cormier discussed writing with high school English students. Younger students had similar discussions with Jane Yolen, Carol Carrick and Jane Langton, or watched illustrations being created by Ned Delaney and Lillian Hoban.

Library media specialists worked very closely with teachers to prepare for the festival, a goal of which was to "encourage reading and critical analysis by introducing works of participating authors and illustrators prior to the festival." To meet that objective classroom teachers and art, music and library media specialists closely coordinated literary instructional activities.

Over 30 community organizations contributed to the festival, donating funds and space for hospitality. Parent Teacher Associations cooked and served for six author luncheons or receptions, and book stores held author parties and donated speakers' books to the schools. The planning committee, which was chaired by the schools' Coordinator of library media services, raised $15,000 to fund the event, and planning took over a year and a half. Planners were particularly gratified that donations of money, food, time, space, books and publicity came from a large and diverse group of citizens and organizations, with no one source dominant. Staff say this suggests that many school library programs could raise the kind of support necessary for such a festival.

CONTACT: Martha Stanton
Coordinator of Instructional Materials and Services
Lexington Public Schools
9 Philip Road
Lexington, MA 02173

TELEPHONE: (617) 862-7500, ext. 247

ESSENTIAL PROGRAM ELEMENTS:

- Use of cooperative networks to extend resources
- Joint activities with public libraries, community groups
- Library skills taught in cooperation with classroom teachers
- Media staff guide use of technology

DISSEMINATION SERVICES:

- Extensive program documentation
- Staff presentations at conferences
- Visits and consultation by arrangement

FUNDING SOURCES:

- State funds
- Local funds
- University grants

LIBRARY MEDIA CURRICULUM SERVICES
JENISON PUBLIC SCHOOLS
JENISON, MICHIGAN

"A district-wide media program coordinated with the curriculum to improve student learning"

In 1968 the small school district of Jenison, Michigan conducted a needs assessment that showed a rather discouraging picture of library-media services: There were no professional staff, no service program, and limited media services and equipment. There was no central processing, no line item budget structure, and no curriculum coordination for library activities. The district response was to begin work on an overall plan for media services. A proposal was developed and approved by the Board of Education to provide professional library media personnel, centralized processing, an adequate budget, and, to ensure curriculum coordination, a media staff member on every grade level or curriculum committee, and a selection policy based on curriculum needs.

FIRST STEPS TO A COORDINATED PROGRAM:

When the program started out, the district had one librarian to serve the 800 students at the junior-senior high school, and another librarian to serve all five elementary schools, only one of which had a planned library facility. Under the new plan every elementary building developed a new or remodeled library media center. As the district expanded to its present configuration (one high school, one junior high, and six elementary schools), provision for library media services, with facilities and professional staff, was systematically included.

With the means in place, the district's instructional staff worked together toward the goal of a media services program based on the curriculum and a curriculum built on the quality and variety of instruction that media services could provide. In addition to participating on all curriculum committees, media staff members developed an instructional program for study and research skills in grades K-12. The program includes a timetable for teaching each skill, indicating the grade levels at which instructors are to acquaint (A), instruct (I), develop in depth (D), and reinforce (R). The timetable also specifies which instructor (the teacher or the library media specialist) is to be involved at each phase, and is set up so that they reinforce each other's instruction.

COORDINATION AS A TWO-WAY STREET:

Just as teachers participate in the instructional program for library and research skills, library media specialists are active in supporting other curriculum areas. An example is a ninth-grade unit that combines English, science, and media instruction. Originally, ninth graders had to write two research papers, one for English and one for science, but there was no unity of approach. A new arrangement allowed students to satisfy the requirements of both departments with one research paper that would be graded for organization and mechanics by the English teacher and for content by the science teacher. Instead of having each teacher supervise student research separately, this portion of the task was coordinated by the media specialist.

The resulting two-week research unit developed by the media specialist has become part of the ninth-grade English curriculum. For the first few days, the media specialist visits the classroom to conduct sessions that prepare students for using the media center. Later classes take place in the center, with both teacher and media specialist supervising student work. Students are required to get topic approval from both their English and science teachers, and they have access to all three teachers during the course of their research and writing. The media specialist and an English teacher co-authored "The Research Handbook," which has become the school's standard guide for teaching the research paper. Other classroom units directly involving media services are in computer literacy, drown-proofing, earth sciences, writing, welding, and remedial reading.

CENTRALIZED SERVICES FOR EFFICIENCY:

To support the cooperative instructional program and free media specialists for a more active teaching role, the district media program provides a number of centralized services. These include purchasing, processing and cataloging, budgeting, audiovisual production and repair, and software management. Under the district director of media services, this department also coordinates the sharing of materials and equipment, and organizes a program of inservice training on the use of all the resources offered by media services. Monthly media staff meetings keep all department personnel up to date on acquisitions, services, special events, and instructional and administrative developments.

STAFFING AND COSTS:

The program is staffed by the director, a full-time media specialist at each secondary school, a half-time specialist at each elementary school, and a total of 16 full- and part-time support staff so that every building has full media center coverage. In 1984-85, the total cost of materials, equipment, and supplies was roughly $41,000.

ASSESSING DISTRICTWIDE CHANGES:

Since the program began, the level of service has obviously increased; in addition, the staff report increasing use of media services year by year, by both teachers and students. Over the past ten years the district's scores on the Michigan assessment tests have increased by a full grade level, and staff members believe that the media program has played an important part in the overall improvement in instruction these scores reflect. The district's average ACT scores also exceed both State and national averages. Jenison's media program has received the Michigan Association for Media in Education (MAME) award for its administrative team.

CONTACT: John Veltema
Director of Media Services
Jenison Public Schools
2140 Bauer Road
Jenison, MI 49428-9562

TELEPHONE: (616) 457-3400

ESSENTIAL PROGRAM ELEMENTS:

- Centralized media services support professional staff in each school
- Cooperatively taught program of media skills instruction for grades K-12
- Media specialists work with teachers to support classroom instruction

DISSEMINATION SERVICES:

- Program documentation
- Materials catalog, research handbook
- Visits and consulting by arrangement

FUNDING SOURCES:

- ECIA Chapter 2
- Local funds

LIBRARY MEDIA PROGRAM
BLUE VALLEY UNIFIED SCHOOL DISTRICT #229
STANLEY, KANSAS

"Joint planning by teachers and library media staff anchors a rapidly growing program"

In 1974-75, the Blue Valley Unified School District was faced with a population explosion as the rural area began to expand with new suburban residential developments. To help the schools keep pace with growth averaging 14 percent each year, administrators decided to revise the instructional system, with special emphasis on the library media program. Teachers and library media staff cooperate to help students improve research and study skills and become independent library users for both educational and recreational needs.

USER COMMITTEES INITIATE PROGRAM DESIGN:

A Library User's Committee (teachers, librarians, administrators, patrons, and students) was formed to identify needs and make recommendations for the development of a new library program. The next three years saw the accomplishment of a number of practical improvements: Professional and clerical library staffing was increased, books were retrieved from scattered classrooms and centralized in each school's library, resources were expanded and facilities upgraded. Only one major goal remained unaccomplished: "The library program should move from the traditional library toward a true library media center concept."

In 1979 the Library Program Committee (administrators, librarians, consultants) met to define steps for achieving this goal. Their recommendations emphasized correlating the library program with the curriculum: Teachers and library media specialists should work and plan as a teaching team; collections should support the teaching program, and inservice training should occur regularly.

A TEAM CONCEPT FOR PROGRAM MANAGEMENT:

The program today continues to reflect the kind of cooperative decision-making that brought it into being. In each school, the overall program is planned by the library media team which consists of principal, teachers, and library media specialists, with the principal holding primary responsibility for success.

Library media specialists are actively involved in all curriculum committees in the district and school. They are members of the textbook selection committees, attend grade level and departmental meetings, and work with teacher groups on inservice days. They study the textbooks and follow the classes through them.

INSTRUCTIONAL ACTIVITIES:

The library and instructional programs are integrated through preplanning by the teacher and library media specialist. Each has a specific set of objectives. During the planning session, the objectives are merged, activities designed, and staff responsibilities determined. Evaluation is a joint assessment of the learning outcomes of the unit. An example of an integrated lesson appears in this copy of a team planning form used in the district:

FIGURE 4
VALLEY PARK -- BLUE VALLEY USD #229

Grade Levels: 3rd grade
Class Group: McNeel
Content Area: Language Arts
Unit of Study: Friendly Letters
Estimated time: 10-30 minutes
When: Wed., Feb. 12 10:30

Integrated content and library media research and study skills objective(s)

Letters as they appear in literature will be presented to students are who studying the writing of friendly letters.

Preliminary Plan for Instruction

Facilitator	Program Activity
Teacher in classroom	Letter writing forum -- friendly letters, Language arts, pp. 88-95
Library Media Specialist	In a story hour, students will be able to hear examples of letters that show a student's growth as he practices letter writing -- Dear Mr. Henshaw. They will also hear examples of adult letters so children that lets the personality of the writer show through -- C.S. Lewis, Letters to Children.

FIGURE 3.6 BLANK FORM

Evaluation	In the classroom, student will write friendly letters to an author or a person of their choice, approved by the teacher.

Most of the team-planned lessons take place in the library media center with an entire class; however, the library media specialists often give talks in the classroom, introduce the literary unit in the basal reading textbook, or work with the teacher in introducing units in other subject areas. Frequently, the team-planned instruction is for small-group work. The teacher may work with two groups in the classroom while the media specialist works with a third group in the library media center. At the secondary level, specialists work with students on such skills as note-taking, information searching, and writing research papers.

STAFFING AND COSTS:

Each of the district's six elementary schools has a full-time library media specialist and two full-time paraprofessionals. The two middle schools each have one full-time library media specialist and one full-time paraprofessional. The high school has two full-time professionals and three full-time paraprofessionals. The program's total budget for 1985-86 was $203,897.

EVALUATING THE PROGRAM:

Continuous evaluation takes place through the use of a Media Center Utilization Chart, which is completed weekly by each library media specialist. It shows which teacher's classes have come to the center; whether they are working individually, in small groups, or as a class; what kind of work is being done; and what cooperatively planned lessons have been taught. The chart also includes figures for circulation and use of equipment. Student progress in reading and library skills is measured by tests associated with the adopted textbook series, and by staff-developed measures for the cooperatively planned units. Overall program impact is reflected in scores on state competency tests and on the Iowa Tests of Basic Skills, where student performance in reading and library skills is outstanding. In 1981, the program received the national School Library Media Program of the Year award from AASL/Encyclopedia Britannica.

CONTACT: Ruth Bell
Director of Library Media Services
Blue Valley School District #229
15020 Metcalf, Box 23901
Overland Park, Kansas 66223

TELEPHONE: (913) 681-2866

ESSENTIAL PROGRAM ELEMENTS:

- Cooperative planning by teachers and library media specialists
- Instructional activities integrating classroom and library media objectives
- Use of library media centers as learning centers

DISSEMINATION SERVICES:

- Program documentation, journal articles, sample materials
- Visits and consulting by arrangement

FUNDING SOURCES:

- ECIA Chapter 2
- Local funds

PULASKI LIBRARY MEDIA PROGRAM
PULASKI COUNTY SPECIAL SCHOOL DISTRICT
LITTLE ROCK, ARKANSAS

"A county-wide school program for library media skills instruction and resource sharing"

With 49 schools to serve, the Pulaski County district decided in 1968 to implement a coordinated library program across the entire system. The first step was a survey of their existing library resources, with findings used to develop immediate and long-range goals. The result was a program that today includes two major components: in-school media services that are closely coordinated with the instructional program, and a District Media Center (DMC) that supports the school-level programs.

LIBRARY SKILLS IN THE CURRICULUM:

Believing that the teaching of library skills in isolation from a classroom need was ineffective, district media staff developed a uniform curriculum for literary and media skills in all district schools from kindergarten through grade six. The introduction of the skills required to locate, evaluate, use and reproduce information is planned around specific classroom topics. For example, as elementary students complete a story in the basal reader, they are scheduled for instruction in the library/media center. Literary, reference and study skills introduced by the classroom teacher are reinforced and extended by the library media specialist. This kind of instruction is also incorporated into science, social studies, and other subject areas, and is planned jointly by teachers and media specialists during regular planning periods.

In addition to the special resource units developed to accompany the elementary reading series, there are junior high units coordinated with the adopted social studies texts. These were developed by a committee of teachers and library media specialists to teach students how to use almanacs, atlases, indexes, and other reference tools. At the high school level, activities are designed to reinforce and apply the reference skills learned at earlier levels.

DUAL ROLE FOR MEDIA STAFF:

The library media program plays both a support role and a direct role in promoting student learning. In the support role, media staff work with other staff to select and acquire media to support classroom instruction; to recommend resources that match student needs and abilities; to plan instructional activities using library media resources; and to coordinate the use of Library Media Center materials, equipment and facilities to support classroom instruction.

In the direct role, library media specialists serve as active members of the teaching team, developing activities to integrate reference and study skills into the curriculum; and teaching students to find and use information sources to meet classroom and personal needs.

DISTRICT MEDIA CENTER:

In order to make the use of resources more efficient, many materials were brought together in the District Media Center where they could be circulated to every school as needed. The DMC offers two resource collections, one including over 2,000 instructional materials such as films and audiovisual aids that supplement the building-level collections; the other a professional library including over 3,000 books, periodicals, and other materials for staff use in research and planning.

The center also has production facilities and equipment, which are used by individual teachers and by DMC staff to prepare instructional or public relations materials. In addition, the DMC provides inservice workshops, which in 1985-86 involved 600 teachers. These focus on curricular needs, for example, helping science teachers produce and use media resources to support a new textbook adoption. The DMC staff also fills production requests such as duplicating cassette tapes and laminating instructional materials. They manage the circulation of materials, including films, software, and other audiovisual items. They also host a District Media Fair featuring student media productions.

STAFFING AND COSTS:

Over the years the number of media staff has more than doubled, to provide a full-time certified library media specialist in every school, along with the full-time clerical support that is essential to allow the librarians to devote their time to teaching and learning activities. At the district level, the DMC staff comprises three full-time positions, including a coordinator, A-V technician and clerical personnel. System-wide materials costs (excluding equipment) totalled $355,781 in 1983-84.

IMPACT OF THE PROGRAM:

In assessing the benefits of this program, staff members cite the positive attitudes of students toward books and reading, and a growing ability to use library and media resources independently. Their observations are confirmed by scores on the reference skills subtest of the SRA Achievement Series, which is given yearly to all district students. Since 1979, when the program was finalized in its current form, mean scores at a single grade level have increased by as much as 14 percentile points (over 7 NCEs).

CONTACT: Retta Patrick
Director of Library Media Services
Pulaski County Special School District
1500 Dixon Road
P.O. Box 6409
Little Rock, AR 72216

TELEPHONE: (501) 490-2000

ESSENTIAL PROGRAM ELEMENTS:

- A full-time media specialist and media clerk in each school
- Teaching resource units that integrate library skills with district-adopted texts
- Joint planning for instruction by media specialists and teachers
- District Media Center supports in-school program

DISSEMINATION SERVICES:

- Published articles describing program
- Curriculum guide
- Visits by arrangement

FUNDING SOURCES:

- Federal funds
- Local funds

RESEARCH AND REPORT WRITING
CENTENNIAL SCHOOL DISTRICT
WARMINSTER, PENNSYLVANIA

"A sequential, process approach to research and report writing"

The need for this program was based on recognition of the fact that many students at all grade levels lack skills to carry out a research assignment. They are unable to organize their research and writing, nor do they use the library effectively. Consequently, research assignments often leave students frustrated, tempt them to plagiarize or to turn to their parents for help, and in other ways fail to meet the teacher's objectives.

The research and report writing program was designed with two tiers of support. The first level consisted of providing instructional staff with the support, materials and articulated curriculum needed for successful student instruction. The second level, and the goal of the program, was the sequential development of student skills in research and report writing.

REPORT WRITING:

The school system, consisting of seven elementary schools, two junior highs and one high school, adopted a team approach which includes teachers and librarians. In all, 3400 students in grade 4-10 are taught the underlying process of research and report writing.

Librarian-teacher committees have created instructional packages for each grade level to develop students' skills in locating, evaluating and extracting information, and in organizing a written report to express their findings or conclusions. Each package includes a step-by-step guide for the classroom teacher and librarian, sample activities, and bibliographies of teaching resources available in the district's libraries. Among the support materials designed for students are note cards, outline cards and guides to bibliographic form. Teachers were introduced to the program and the use of materials conducted by the library staff.

The initial report-writing activity is guided by language arts/English teachers in grades 4, 5, 6, 7 and 10, by social studies teachers in grade 8, and by science teachers in grade 9. Teachers and librarians share responsibilities for reviewing previously learned skills such as outlining, note-taking and the use of library resources, then expand these skills in planned increments. The students' other teachers may not assign reports until the initial report at each grade level has been completed. Thus at every organizational level of the district, the librarians work with teachers in selected subject areas to provide a consistent, sequential approach to research and report writing.

STAFFING AND COST:

Inservice training programs, given by librarians, familiarize teachers and principals with the report writing program. The workshops are approximately one-and-a-half hours long. Separate sessions are held for teachers of different grade levels. Training deals with the skills of report writing, outlining, topic selection and notetaking, as well as addressing general questions as "Why teach report writing" and "Where should the emphasis lie?"

The cost has been minimal because the program has not required additional teachers or class time. Less effective activities were replaced. Some packets such as the fourth and fifth grade activities, include paperback books for optional use which add several dollars to the per student expense. The only additional expense is for the 80,000 note cards, bibliography slips and other forms which are produced in the district print shop at about $6 per 1,000 or $240 a year.

EVALUATION:

The chair of the high school English Department indicated that the report writing program has led to a noticeable improvement in students' library, organizational and writing skills.

The elementary education supervisor stated that the report writing curriculum has been successful: "We feel that our children are much better able to perform report writing assignments. Most important, however, the children feel better about their product."

CONTACT: Janet French
Library Coordinator
Centennial School District
IMC McDonald School
666 Reeves Lane
Warminster, Pennsylvania 18974

TELEPHONE: (215) 441-6153

ESSENTIAL PROGRAM ELEMENTS:

- Provides skills in report writing
- Teacher/librarian team approach
- Writing/instructional packets for teachers

DISSEMINATION SERVICES:

- Workshops
- Descriptive material
- Consulting by arrangement

FUNDING SOURCES:

- Local

DUNELAND MEDIA PROGRAM
DUNELAND SCHOOL CORPORATION
CHESTERTON, INDIANA

"A district-wide library media program integrated with the school curriculum"

The Duneland School district is located 50 miles east of Chicago, near the southern shore of Lake Michigan. The system serves over 4,500 students and 250 faculty in five elementary, two middle and one high school. An Instructional Media Center (IMC), housed in a separate building, serves the entire school district. Each school also has a modern, spacious and well equipped media center staffed by licensed media specialists and support personnel. Generous budgets provide up-to-date collections and the opportunity to implement new programs.

OBJECTIVES:

The media program recognizes the need for each child served to become a competent, eager and relaxed user of all facets of media for both curricular needs and personal interests. There are three specific objectives: (1) to maintain attractive and inviting media centers in each building staffed by professional media specialists and stocked with materials necessary to support curricular and individual needs; (2) to provide library media instruction to all students through an integrated and well articulated curricular program, and to all teachers through in-service and staff development; and (3) to provide support and technical services to all levels to ensure that the first two objectives are met and to facilitate the media staff's active and direct role in the educational growth of each child.

MEDIA SKILLS INSTRUCTION:

A K-12 sequential program of library media instruction is a vital part of the overall curriculum. The district's Media Skills Instructional Handbook stresses individualized instruction as a logical approach to the teaching of those media skills required to locate and use materials. The media center is an extension of the classroom and media specialists work with students either individually or in small groups. At the elementary schools, media specialists give instruction in media skills. All fourth and sixth grade students are tested to assess their mastery of media skills.

Media specialists also act as instructors or consultants at each stage of the program's K-12 computer curriculum. Computers also are used for management tasks and individualized instruction. Staff development, along with support and technical services, are emphasized as additional components. The IMC staff assume many of these responsibilities. They have also developed and maintained both an online catalog and a database record management system.

INSTRUCTIONAL MEDIA CENTER:

The IMC's function is to locate, gather, provide, organize and coordinate the schools' learning resources and to motivate and assist teachers and students in using them effectively. The IMC contains film loops, 16 mm films and filmstrips, slides, microslides and microstrips, science kits, health and science models, phono-discs and a transparency collection. It is open to staff from 7:30-4:00, five days a week, throughout the entire year.

IMC staff have written an information retrieval manual which describes how to use the school district's computer-based reference service. A yearly Media Department Calendar is distributed in the Fall which lists all teacher inservice sessions, deadlines for ordering materials, AV cleaning dates, and so on. Checklists of new AV materials are sent out three times a year by the IMC.

In each school there is a list of IMC services. These include suggesting and supplying curriculum-related books and materials, maintaining a reserve shelf collection, and providing resources for research on a particular subject. IMC staff will also compile bibliographies and give media center orientations to teachers. Special facilities are available within the system. For example, the high school houses a production center which is equipped to make black and white or color slides, transparencies, prints, clay lifts, coloring, lettering and dry mounting.

STAFFING AND COSTS:

The staff includes a media director, A-V technician, paraprofessional and three secretaries. The 1986 budget allocated $478,000 for salaries and $160,000 for materials and equipment. Federal funds, if available, are used to enhance or add new programs rather than maintain existing programs. The staff includes 10 professional librarians plus the support staff.

LONG-RANGE PLANS:

The program will continue to introduce new technology that facilitates support and technical services. There are plans to expand the use of computers at the building level for instruction and management and to increase instruction related to student production of materials. There will be expansion of inservice programs at all levels, as well as greater involvement with community and other outside resources.

Under this program, the media center becomes an extension of the classroom. Each center has an open door policy for the exchange of books and is open before and after school. There is an active public relations component in which special media events are communicated to all students through direct presentations by media specialists, distribution of handbooks, features in the school newspaper, bulletin board displays and public address announcements.

PROGRAM EVALUATION:

Duneland Media Department conducted a formal survey of all teachers to determine their response to questions on program accessibility, awareness services, professional services, utilization services, planning services, acquisition services, evaluation services, activity services, and production services. The responses reflect high use and satisfaction with the program. In addition, media specialists assist teams and individual teachers in planning learning activities and serve on all district curriculum committees. Monthly staff meetings and an annual review by the curriculum council provides on-going evaluation of the total program. Annual testing indicates that the program is effective and that students are learning to access and use a broad range of media resources.

CONTACT: John A. Corso, Sr.
Director of Media Services
Duneland School Corporation
411 South 5th Street
Chesterton, IN 46304

TELEPHONE: (219) 926-7528

ESSENTIAL PROGRAM ELEMENTS:

- Central district media center
- Attractive, inviting school media centers
- Professional staff
- Instruction for teachers and students
- Constant state of development
- Computer-based reference service

DISSEMINATION SERVICES

- Visits and consultation by arrangement
- Documentation available

FUNDING SOURCES:

- Local funds
- Federal funds

INSTRUCTIONAL MEDIA SERVICES
GRAND HAVEN PUBLIC SCHOOLS
GRAND HAVEN, MICHIGAN

"Small school district makes innovative use of media personnel to serve gifted students, provides centralized media support"

The Grand Haven Public Schools serve about 5,000 students in grades K - 12. Although the district is small, media services are unusually comprehensive, with a program structured to provide maximum efficiency. The primary goal of media services is to support the curriculum; two major components in this effort are (1) centralized Instructional Media Services, and (2) the BEACON program, where media staff provide instruction for gifted and talented students.

SUPPORTING THE CURRICULUM:

Primary services are provided through the library media center in each building. The district's junior-high and high-school media centers each serve about 1,200 students with professional staffs and collections of over 25,000 items. In the nine elementary schools, which range in size from 200 to 400 students, media specialists are available part time, and each facility has a permanent collection, ranging in size from 9,000 to over 11,000 items. The building media specialists have a teaching role; formal instruction in library skills is provided in a planned program for grades K-12. In addition, they offer research and materials support to the teachers. All basic library, audiovisual, and television services originate from the building media centers.

INSTRUCTIONAL MEDIA SERVICES:

The district's centralized Instructional Media Service (IMS) is the backup system that makes the professional level of building services possible. By relieving media specialists and teachers of many administrative and technical tasks, and by pooling key resources in a central location, the IMS makes Grand Haven's program highly efficient. It operates a media delivery system that visits each building three times a week to pick up and deliver materials and equipment. Twice a week this run is made by an A-V technician who can repair most malfunctioning equipment on-site; as a result, equipment in the buildings is seldom out of service. IMS staff also provide centralized ordering, cataloging and processing of all library media items.

Other IMS activities include typesetting and printing of instructional materials; transparency production; library, audiovisual, and graphics consultation; laminating and dry mounting; enlarging and reducing line art work; bookbinding; and ordering preview A-V items. Resources kept here include a large clip art library; a central audiovisual collection of more than 10,000 items; a collection of educational catalogs; and the district's professional library. The IMS also houses the microcomputer center, which has a library of 3,500 public domain Commodore programs and an extensive magazine collection.

THE BEACON PROGRAM:

Grand Haven teachers and administrators recognized the need for a special instructional program for gifted and talented students. In 1979 they decided to use the media staff in non-traditional ways to provide services using talents and capabilities of existing staff. After extensive planning by faculty, parents, and administrators, the BEACON program was implemented with an unusual staffing design: Four building-level media specialists, all experienced classroom teachers, work with the students in a one-day-a-week pullout program that operates in an elementary school media center and two adjacent classrooms. There are three reasons why Grand Haven chose to use media specialists for this program: (1) they are involved in the elementary buildings and have already established relationships with the teachers and children; (2) they tend to have wide interests and knowledge about a variety of resources and materials; and (3) they are able to staff the one-day program without seriously weakening the media center programs at the various elementary buildings.

HOW BEACON WORKS:

The program serves about 75 children in grades 4-6. In the mornings, small groups of 10 to 12 participate in required sessions on a rotating schedule. These required activities include library research, creative and critical thinking skills, a basic computer class, expository writing, media production, and a session focusing on the affective domain. In the afternoons, students are encouraged to engage in a project of depth that requires thorough study, research, long-range planning, and considerable commitment. They choose one from a group of about 10 topics, which they pursue at their own pace in an intensive study lasting the full 10-12 week session. One session is offered each semester. In addition to the core staff of media specialists, extra resource people are brought in as necessary to address student needs, interests, and talents.

STAFFING AND COSTS:

The media program has a full-time director, and an IMS staff of eight full-time and three part-time support personnel. At the building level, there are two and one-half full-time media specialists at the high school, two at the junior high school, and the four full-time elementary media specialists. In addition, there is one full-time media assistant at each elementary school, two at the junior high, and two at the high school, plus two part-time co-op student assistants. The district media budget in 1986-87 totalled $1,000,000, including $360,000 for the IMS and $76,000 for BEACON.

REACTIONS TO THE PROGRAM:

Although no formal evaluation has been done, the program has received much recognition, and staff cite a high level of satisfaction, and use of media services, throughout the district. The concept of the BEACON program has been so successful that it has been extended to all grade levels, although only the grades 4-6 portion is operated by the media staff.

CONTACT: Burton H. Brooks
Director, Media Services
Grand Haven Public Schools
1415 Beech Tree Street
Grand Haven, MI 49417

TELEPHONE: (616) 842-0300

ESSENTIAL PROGRAM ELEMENTS:

- BEACON program for gifted students staffed by media specialists
- Instructional Media Service centralizes media support functions to promote efficiency

DISSEMINATION SERVICES:

- Program documentation
- Newspaper and journal articles
- Sample materials from BEACON
- Visits and consulting by arrangement

FUNDING SOURCES:

- Local funds

ST. CLOUD MEDIA CENTER
ST. CLOUD PUBLIC SCHOOLS
ST. CLOUD, MINNESOTA

"Efficient media services through a centralized location"

The St. Cloud Media Center, which serves 10,000 students and 750 faculty members, supplies the school district with nearly all of its print, graphics, television, photography materials and services, microfilming and computer needs from one central location. Center personnel work with teachers to integrate information technologies into the classroom, including the appropriate use of video equipment, computers, graphics, textbooks and the TV studio. There are fifteen schools in the district, including 11 elementary schools, two high schools, an alternative school and a vocational school.

PROGRAM NEEDS:

Before the introduction of the media program, students had been dropped off in the library to learn bibliographic, search and computer skills. This proved ineffective, so teachers and students now learn how to locate and use information and to integrate these skills with classroom learning and materials.

In 1968, the district center opened, staffed by a media director, a secretary and containing a collection of filmstrips and an audiovisual repair shop. Additions to the 11,000 square-foot facility have included a centralized collection of films, computer software, videotapes, resource books, textbooks and a variety of other curriculum resources shared by the schools. An inter-school delivery service ties the centralized service to each school in the system. The Center orders, processes and distributes all materials and maintains all media equipment. A graphics arts department and complete television facility provide centralized services in these fields.

CURRICULUM ORIENTED MEDIA SKILLS:

The school-site Media Centers in K-12 follow a media skills scope and sequence which is systematically structured to provide a logical sequence of skills development activities. The major goal is for each child to become a self-reliant learner. Staff attempt to provide each student with skills in finding, interpreting and applying information to help him or her function independently. They also foster an appreciation of reading.

Staff and teachers provide instruction which is integrated into the rest of the curriculum in accessing information, processing information and communicating information. Accessing skills include familiarity with the location of resources within the school and community, awareness of media policies and the use of appropriate reference tools. Information processing focuses on selection and use, media literacy, and thinking and research processes. The third component, communicating information, includes the selection of media formats, actual production of materials and the presentation of the information.

Media specialists in each school offer support directly related to the curriculum and the teaching-learning process. Public awareness of the process is maintained with the aid of curriculum guides and the newsletter, "News and Views," which is published for residents of the school district.

A continuous objective of the program is to eliminate teaching of any media skills in isolation. Staff at the District Media Center play an active role in teacher training sessions demonstrating how media support can contribute to the achievement of specific curriculum objectives. They also provide inservice training in media and technology services to the gifted, remediation programs, and most recently, Mastery Learning. Media Center staff are also regularly members of curriculum writing teams.

MATERIALS COLLECTION:

Media Center staff have compiled a materials catalog of all holdings of slides, film strips, transparencies, duplicating masters, records and tape recordings, videotapes, filmloops, charts, educational games, flannel board materials, maps and globes, specimens, picture sets, computer software and literature units. There also are listings of professional books, teacher workbooks, textbooks, programmed supplements, teacher manuals and workbooks.

STAFFING AND COSTS:

The personnel costs of the program include salaries for the District Media Center staff, elementary and secondary media specialists, media aides, and computer aides. The average elementary school has a media specialist, a full-time computer aide and a media aide. Each secondary school has two full-time and one half-time specialist and seven aides. Total personnel cost are approximately $950,000 with about one third of the total going to District Media Center staff which include the director, learning specialists, 12 half-time student technicians, clerical staff, and coordinators for materials, graphic arts, print shop, technical repair and computers.

EVALUATION:

The District Media Center was recognized as one of the finest media centers in the country by the Association for Educational Communication and Technology.

CONTACT: Duane Radeke
Director of District Media Center
St. Cloud Public Schools
115 13th Avenue South
St. Cloud, MN 56301

TELEPHONE: (612) 252-8770

ESSENTIAL PROGRAM ELEMENTS:

- Centralized services
- Curriculum-oriented media program
- Media and computer literacy
- Librarian part of curriculum committee
- Sequential skills program
- Newsletter published quarterly

DISSEMINATION SERVICES:

- Extensive documentation
- Consultations by arrangement

FUNDING SOURCES:

- Local funds

UNIFIED LIBRARY MEDIA CENTER PROGRAM
RICHMOND PUBLIC SCHOOL SYSTEM
RICHMOND, VIRGINIA

"Media services for city school system emphasize efficiency, professional development"

Recognizing that budget limitations require school systems to operate as efficiently as possible, the Richmond, Virginia, school district consolidated responsibilities for the administration and acquisition of library and audiovisual materials, equipment and related support services in a central Media Services Department. There is a strong emphasis on professional development at all levels. The curriculum for the schools includes a sequential program for teaching library media skills and the use of innovative technologies and activities.

CENTRAL OFFICE UNIFIES MEDIA SUPPORT:

The primary responsibility of the Media Services Department is to relieve building-level media staff of as many clerical tasks as possible so that their time can be spent serving students and faculty. The Media Services staff oversees audiovisual equipment, the film and video library, graphics, photography, microfilming, instructional and in-house television, textbooks, and all printing and publication for the system. They also operate the Curriculum Materials Center, which houses resources that can be drawn upon by faculty members throughout the system, including professional books and periodicals, film and video titles, and other non-print support materials. Each school has a separate card catalog of the center's holdings; telephone reference service is available, and materials are delivered to requesting schools daily.

Publishers send review copies of their new books, and these are kept in the department. Titles are evaluated by librarians, participating teachers, and even students. Each spring there is an exhibit where teachers and other district staff can preview all the available books, computer software, and non-print media. Building librarians are responsible for working closely with faculty members and students in developing order lists. From that point on, Media Services handles all the mechanics of ordering and receiving, freeing building staff to concentrate on instruction-related services.

OPPORTUNITIES FOR PROFESSIONAL GROWTH:

All building librarians are certified both as teachers and as library media specialists, and approximately two-thirds have master's degrees. Many of the paraprofessionals are enrolled in a two-year program for library support staff at a local community college. Inservice training includes topics such as computer use, software evaluation, analyzing test results, and using public television. Staff members are also encouraged to enroll in outside courses and given released time to participate in professional organizations.

USING NEW TECHNOLOGIES:

Each building media center has at least one Apple computer and a printer. This equipment is used to teach computer literacy and database access to students, as well as to handle library procedures such as producing bibliographies, catalog cards and circulation.

From a special instructional television studio with two closed-circuit Instructional Television Fixed Service (ITFS) channels, programs can be broadcast directly to classrooms, or to a school's media center where they can be recorded and played back at a teacher's convenience. Media Services' productions have included "Prime Time," a news-feature program involving public school personnel, and "High School Beat," produced by and for the students. The unit has also won local and national recognition for productions such as "Take a Look at a Book." A local NBC affiliate TV station has "adopted" Media Services and lends support and expertise for programming and production efforts.

ACTIVITIES TO PROMOTE LEARNING AND LIBRARY USE:

The district has developed an "Elementary Librarians' Handbook," which sets out a sequential program for teaching library media skills to students from kindergarten through fifth grade. "The Secondary Librarians' Research Skills Handbook" was designed for secondary-level students. To help students study more effectively, the "Homework Hotline" operates out of the Curriculum Materials Center from 5-8 p.m. four nights a week. A complete library of state-adopted textbooks helps teachers guide students in their studies.

The district participates in the "Books Make A Difference" program, in which students interview community members, from the famous to the obscure, to learn how books make a difference in their lives. Librarians have adapted the program into different formats appropriate to their particular schools. Other activities to promote reading include special times when everyone in the school stops what they are doing and reads for 20 minutes, and "Read Squads" of secondary students who visit elementary media centers to read to younger students.

STAFFING AND COSTS:

Media Services has a staff of 19, including the administrator, supervisor, and television program coordinator, four regular media specialists, and 12 other support personnel. Each of the system's 31 elementary schools is staffed by a full-time media specialist, and the 10 middle schools and 10 high schools each have at least one, sometimes more. Five librarians serve the 14 special facilities in the district, and the system also includes 25 paraprofessionals. The total annual materials cost for each pupil is $10.00; this excludes equipment.

HIGH TEST SCORES IN LIBRARY SKILLS:

The effect of the program can be seen in the fact that Richmond students have scored higher on the library-related sections of the SRA Achievement Tests than in any other area. In 1984, the program received the national School Library Media Program of the Year award from AASL/Encyclopedia Britannica.

CONTACT: Beverly Bagan
Library Media Services Administrator
Richmond Public Schools
301 North Ninth Street
Richmond, VA 23219-3913

TELEPHONE: (804) 780-7691

ESSENTIAL PROGRAM ELEMENTS:

- Central Media Services Department supports all district schools
- Strong emphasis on professional development
- Use of innovative technologies
- Special programs to encourage learning and library use

DISSEMINATION SERVICES:

- Program documentation
- Visits and consulting by arrangement

FUNDING SOURCES:

- Library Services and Construction Act
- ECIA Chapter 2 and 4-B
- U.S. Department of Commerce grant (for television studio)
- State funds
- Local funds

INSTRUCTIONAL TELEVISION
LEON COUNTY SCHOOL BOARD
TALLAHASEE, FLORIDA

"An effective instructional television distribution system"

The Leon County School System, which serves 23,500 students in a county with a population of 120,000, has had a long-term commitment to instructional television. In 1968 its board established a policy of installing television cable and outlets in all new school construction and renovations. The 33 schools in the county are now equipped with television receivers, and the system has a "headend" distribution system serving them all. Each school has its own media center which provides teachers with direct access to films and other media and which facilitates communication with the instructional television distribution system.

Over the years the program has spread with the support of local cable television companies, and now includes five counties and one community college. The cable companies have assisted the schools to access and utilize the latest technologies, and so enable them to keep operating and personnel costs to a minimum. All classrooms in all schools now have the capability to receive instructional television programming.

SERVICES PROVIDED:

Television programming is designed to coincide with the instructional needs of teachers. During the summer months, teachers are encouraged to preview media materials for inservice points, and to use these previews as a basis for making programming requests. The collection available to teachers includes over 2,500 commercial programs and an additional 2,000 films on video tape. The center meets all requests for instructional television programming on a 24-hour basis.

District Media Center staff also provide regular inservice training sessions for teachers and administrators in which they acquaint them with technological developments and available programming, and familiarize them with the potential impact of television on instruction.

In addition to direct transmission to classrooms, administrators may use the system to communicate with teachers and staff, and a number of programs have been established to communicate with the wider community. These include facilities for call-in conferencing, homework hot-lines, resource collections, 24-hour programming, and on-demand scheduling. There is also a small studio which is used for spot announcements, news service presentations and other live productions. A monthly publication, "Media News," provides a printed schedule of programs. In 1982-83, 9,125 programs were used, and the following year over 10,300 requests for programming were processed.

TRANSMISSION:

Instructional television may be utilized by teachers and students at the time it is transmitted from the district ITV center or recorded and saved for delayed playback when needed. Programs include single presentations, as well as series of related programs. The district ITV center is the "headend" distribution point to all schools and offices in the district. Hookups with schools are accomplished via two methods. The majority of schools and offices are connected to Group W Cable, through which programming is received. The remainder of the schools receive their programming via an Instructional Television Fixed Services broadcast system. These schools have a tower, a microwave dish and a down converter to assist in the reception of the televised signal.

The system is designed for minimal-staff and/or unmanned operation in specific blocks of time. The overall system consists of a master switching device which controls four separate program controllers. Each program controller in turn operates video tape decks allowing for the sequential presentation of 32 programs.

Each elementary school in the district has two complete video tape recording units with off-air recording capabilities. Each middle school has three units -- two with off-air recording. Senior highs have at least five units, two of which have off-air capability. All schools have been wired internally for distribution of programming directly to each classroom. There are numerous television sets in each school.

STAFFING AND COSTS:

The Department of Education Grant Program for television distribution systems continues to play a major role in the development of ITV services for the Leon County District Schools. The Leon District School System has committed in excess of $90,000 for the initial purchase of video equipment and internal wiring of the schools. The total operating budget for the 1985-86 school year was $88,042, of which approximately $53,000 was for salaries. The Center operates with an electronics television engineer, a programming specialist, a maintenance technician and a half-time clerk. New or replacement equipment cost $19,000. The contracted services, including equipment maintenance and security, came to $5,897, while materials and supplies such as printing and blank videotapes were budgeted at $10,000.

PROGRAM IMPACT:

There has been no formal evaluation of the program, but utilization statistics for the past five years demonstrate growing awareness, use and support by teachers in the Leon District Schools. In addition, surrounding school districts have become members of the network and are financing system development in their respective schools.

Number of Requests Received by Year

1980-84	6,459
1981-82	8,169
1982-83	9,125
1983-84	9,944
1984-85	10,341

CONTACT: Frances Roberts
Director of Educational Media
Leon County School Board
2757 W. Pensacola Street
Tallahassee, FL 32304

TELEPHONE: (904) 487-7212

ESSENTIAL PROGRAM ELEMENTS:

- Electronic distribution of materials
- Inservice training for teachers
- Media news
- Limited production of special video programming

DISSEMINATION SERVICES:

- Cooperative information
- Consulting by arrangement

FUNDING SOURCES:

- Federal funds
- State funds
- Local funds

INSTRUCTIONAL TELEVISION PROGRAM
ANN ARBOR PUBLIC SCHOOLS
ANN ARBOR, MICHIGAN

"Centralized television service provides wide range of resources for mid-sized school district"

The Instructional Media Center (IMC) of the Ann Arbor Public Schools is the home of an unusually comprehensive Instructional Television Program that serves not only all schools in the district, but parents and the community at large. The program's goals are: (1) to help students expand their horizons to the global community through the familiar medium of television; (2) to provide opportunities for active participation in the development of instructional TV materials; (3) to share the activities of an effective educational program with the community; and (4) to increase learning through cost-effective technologies.

PRODUCTION SERVICES FOR SCHOOL AND COMMUNITY:

The Instructional Television Program produces four categories of programs -- documentaries, informational, performances, and programs for curriculum support. Documentaries are intended to promote better understanding of the schools' programs, and are shown over the local public access cable channel. Some of the titles include *Community Services*, about programs such as the Public Library, the Recreation Department, and Continuing Education; *Hikone, Japan - Ann Arbor, USA Student Exchange*, showing the two-year project in which 10 eighth-grade students studied in Japan; *Library Books and More*, detailing programs offered by the public library; *Partners in Excellence*, depicting interactions between Ann Arbor schools and local companies that have "adopted" them; and *Teaching Learning Communities*, about a project where older people work with children in the schools.

Informational programs are generally shown live or tape-delayed, and have included special coverage of meetings connected with district reorganization, as well as regular coverage of school board meetings. There are also series featuring interviews with school personnel -- one focusing on departments such as food services, transportation, and recreation; and another on special inservice programs being used in the district.

Performances produced in the schools are videotaped and are shown for the public over the public access cable channel, which allocates 20 hours per week to the public schools. In 1983 a survey showed that the schools' productions were among the most-watched programs, and the channel receives numerous requests for replays.

Instructional television (ITV) programs reach every school in the system, using broadcast, cable, and satellite services. The program is linked with M-Star and Channel 30, which provide ITV programs. By satellite the program also offers C-Span, Learning Channel, foreign language programming, and teleconferencing.

MEDIA SPECIALISTS COORDINATE BUILDING SERVICES:

In each of the district's 26 elementary, five junior high, and three high schools, the media specialists serve as the contact between the IMC and the building staff. They schedule programs, order videotapes, keep equipment circulating in the building, and coordinate services to meet teachers' needs. The program director provides a series of training sessions for the media specialists on the use of instructional television. Each school media center has a manual which gives the steps for use of equipment, tells how to order through the system, and lists all videotapes available for circulation.

PROGRAM MANAGEMENT AND PUBLIC RELATIONS:

The Director of Media Services oversees all program activities, including obtaining video licenses for the school district, coordinating satellite down-link programs between the States of Michigan and Ohio, arranging for cataloging and processing of videotapes, and working with the TV media specialist on scheduling and program emphasis. He also coordinates the maintenance service provided by the IMC for all equipment within the district.

Special efforts are made to keep the public aware of the services available through the program, and of the educational system as a whole. Program scheduling information is published in the TV section of the local newspaper. As a service to parents in the district, the Instructional Television Program offers a videotape duplicating service. By providing a blank tape and paying a nominal processing charge ($5 to $10 depending on the length of the program), parents can obtain copies of programs such as class plays and special events in which their children are involved.

STAFFING AND COSTS:

The program does not require additional personnel at the building level, as the school media specialists are part of the regular district staff. At the IMC, there is a full-time program director. There is also one full-time television producer, and one full-time media technician, both of whom work during the school year only.

For a system to undertake this kind of program, start-up costs would be approximately $12,500, which would include a satellite dish; two recording decks with monitors, cables, etc., for recording satellite programs; a VHS editing system including 2 decks, editing controller, stand, and 2 monitors; and a video camera for producing programs. In addition, each school should have a TV cart, 19" or 25" TV, and a commercial video deck.

IMPACT OF THE PROGRAM:

Since the program began in 1972, a number of surveys have shown that the television service is heavily used and highly regarded by faculty, students, and parents. Phone calls received by the program staff also indicate a high level of community satisfaction and support.

CONTACT: Rolland Billings
Director of Media Services
Ann Arbor Public Schools
2555 S. State Road
Ann Arbor, MI 48104

TELEPHONE: (313)994-2214

ESSENTIAL PROGRAM ELEMENTS:

- Extensive TV production services
- Building media specialists coordinate services in schools
- Programming for the community

DISSEMINATION SERVICES:

- Notebook of program documentation
- Visits and consulting by arrangement

FUNDING SOURCES:

- State funds
- Local funds

LIN-TEL
BUREAU OF STATE LIBRARY
PENNSYLVANIA

"An electronic network serving Pennsylvania libraries"

LIN-Tel (Linking Information Needs: Technology-Education Libraries) is an electronic network sponsored by the Pennsylvania Department of Education Bureau of State Library which links a statewide network of 150 member libraries together through the Bibliographic Retrieval Service (BRS). The network consists mainly of public school libraries, although there is some representation of private schools, community colleges and vocational technical schools. The purpose of LIN-TEL is to:

- provide local educational agencies with direct access to online databases of professional literature which they can draw upon to make informed decisions about administrative and curricular matters;
- make online database searching available to students as another method of information retrieval, and to make research and resource gathering using commercial databases an integral part of the school library media curriculum;
- stimulate the exchange of information amongst school districts, the Pennsylvania Department of Education, public libraries, and other educational institutions.

LIN-TEL IN OPERATION:

Each user site was expected to provide a telephone line, microcomputer, terminal, modem and printer. In turn they were provided with a three year grant to provide them with free access to the BRS database for searching professional literature on curricular and administrative matters and for providing online searching for students. In the first year of the cycle, each member is provided $500 of free searches, in the second $400, and $300 in the third. At the end of the third year, sites are expected to cover all their costs.

A representative from each member site is provided with three days of training designed to create an understanding of the resources available through BRS and of efficient and effective search methods. Following this, participants in the training completed a series of assignments designed to build good database search skills. These assignments are reviewed by State Library Media Services (SLMS, a division within the Bureau of State Libraries) staff, and additional training provided to those who had not mastered the process. The trained representatives are responsible for online searching for teachers, administrators and students, operating the electronic mail network which is part of the system, and for integrating online search resources into the curriculum. SLMS organizes user meetings to facilitate communication between sites and publishes a newsletter three times a year.

SLMS has contracts with three university libraries to provide member institutions with materials through inter-library loan. In addition, member sites are encouraged to establish informal agreements with other local libraries so that they had rapid access to materials once they had identified references through BRS. Requests for interlibrary loan may be sent electronically through the BRS system. The SLMS has also integrated LINTEL with another project through which it is putting the entire collection of Pennsylvania's libraries on CD-ROM laser disk. Trained representatives can use the same skills to search for 653,000 different titles so far entered from the collections of over 100 state libraries.

One of the ways in which direct student participation is encouraged is through an annual **Search-Off** Contest. Students compete to determine the best online database searchers, and the competition culminates in a live contest between the three finalists.

PENNSYLVANIA ONLINE

The State library has produced, *Pennsylvania Online: A Curriculum Guide for School Library Media Centers* designed to assist school librarians to teach database search methods to students, and to assist them in integrating instruction in, and use of, database searches in other curriculum areas. The Online Curriculum covers the role of information in our society, developing a search strategy, conducting a search, and recordkeeping and evaluation. It lists course objectives and proposed student outcomes, and includes suggested offline activities. It includes a scope and sequence and sample lesson plans.

A comprehensive curriculum, "Pennsylvania Online, A Curriculum Guide for School Library Media Centers," covers four major areas:

- Information in our society;
- Developing a search strategy;
- Conducting a search; and
- Recordkeeping -- an evaluation focus on on-line searching in the larger context of identifying, locating, retrieving, evaluating & utilizing information

Statewide student searching contests have been held at the annual meetings of the Pennsylvania School Librarians Association.

One librarian from each participating state was provided training for online searching and using the interlibrary loan component to obtain resources not available at the local site.

STAFFING AND COST:

LIN-TEL is coordinated by staff within SLMS. Total time commitment to the project is approximately 1.4 full time staff, including 20% of one staff person's time to run the annual student competition, **Search-Off**.

The current cost of LIN-TEL is approximately $88,000. Of this, approximately $40,000 is expended on database searches and other service provided by BRS. Other major costs include training (which is contracted to a university), printing, publicity and contracting for interlibrary loan services from three universities.

PROGRAM EFFECTIVENESS:

LIN-TEL was born in April with 72 member sites. It has now expanded to 150 sites A 1985 evaluation of the database search components of LIN-TEL revealed that users valued the free online time and direct access to databases for students and for professional literature. Online training and user meeting had some value, but the electronic mail component was seldom used.

Forty-nine percent of searches from sites included in the sample evaluated were either curriculum related or were performed for administrative reasons. More than a third of the searches were assignment related, and 41% of the requestors for searches were students. Yet a study of a sub-sample of student searches revealed that the majority of them did not make use of the full power of computer searches.

CONTACT: Richard Cassel
Media Supervisor
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

TELEPHONE: (717) 783-9811

ESSENTIAL PROGRAM ELEMENTS:

- Makes on-line data base searching available to students
- Assists in the development of library curriculum
- Stimulates exchange of information between libraries
- Provides access to on-line data bases of professional literature
- Provides staff training

DISSEMINATION SERVICES:

- Handbook: *Pennsylvania Online*
- Available for consultation

FUNDING SOURCES:

- Library Services and Construction Act
- Title II ESCEA
- State funds

Project Beacon
Blue Earth Public Schools
Blue Earth, Minnesota

"A fully automated library media center committed to technology assisted education"

Project Beacon is the outcome of school and community commitment to exploring ways in which technology can improve the educational process. The school system in this community of 4,000 in southern Minnesota has integrated the use of microcomputers, computer networks with hard disk drives, computerized classrooms and automated school libraries into school life.

LIBRARY/MEDIA CIRCULATION AND MANAGEMENT:

Every school library in the system has a computerized catalog and a commercially available automated circulation system. Each library has two search stations through which users can access the elementary, high school or public library catalogs. The combined listing consists of 28,000 school materials and 16,000 items in the public library. This is available to both students and the wider community, and is a comprehensive listing of resources and materials in the community.

Each media center also has a circulation station. Students and others check their own books out using an automated bar code system much like that used for checking out groceries at a major food store. This procedure increases student responsibility, and speeds the circulation process.

Media Center staff use a computer for budget management purposes and for ordering film, books and magazines. There are also free standing computers in the media centers for student and staff use.

INTEGRATING TH LIBRARY AND CURRICULUM:

The library media program is an integral part of the instructional program at the Blue Earth Schools. It provides all users, including students, teachers and administrators materials for learning and instructional programs and services. These programs and services utilize all types of information resources (books, people, slides, films, audio, video, computer courseware, etc.) and corresponding equipment. The library program provides students with quality reading materials, quick access to materials to help complete assignments, and opportunities to develop skills that help them better use any library system. Each elementary class meets once a week in the library where they hear stories and work on library skills. High-school students have access to the library before and after school and during study halls.

Local production has been used in both the elementary and high school. Slide and video programs can be produced by students and teachers. Four video cameras, nine VCR/television setups, a special effects generator and other A-V equipment are available through the media program for student and staff use.

STAFFING AND COSTS:

The library media budget includes $58,000 for staff, who consist of a director of media services who is a certified media generalist, a full-time aide in each library and two half-time aides. Block grants funds of $7,900 were used for A-V equipment and $22,000 of technology grant money was used to set up the computerized community resource file.

REACTION TO THE PROGRAM:

In 1984, Project Beacon was selected as one of the 15 high-technology demonstration sites in Minnesota. The program achieved top rating from the Minnesota Department of Education as an exemplary site based on scores for implementation, transportability and potential for new knowledge.

CONTACT: David Sparks
Project Beacon
Blue Earth Public Schools
6th and Galbraith
Blue Earth, MN 56013

TELEPHONE: (507) 526-3215

ESSENTIAL PROGRAM ELEMENTS:

- Community resource file
- Integration with curriculum
- Automated circulation system
- Computerized catalog

DISSEMINATION SERVICES:

- Extensive documentation
- Program manual
- Consultation by arrangement

FUNDING SOURCES:

- Federal Block Grant
- State funds
- Local funds
- Apple Computers, Inc.

CHILDREN'S AND YOUNG ADULT AUTHOR PROGRAM
SHAWNEE MISSION PUBLIC SCHOOLS
SHAWNEE MISSION, KANSAS

"Students meet authors in the school library"

In 1979, librarians in Shawnee Mission asked for the opportunity to have authors of books for children and young adults visit with students in the district. Some previous author visits had proved highly successful in stimulating student interest in reading and writing, and librarians hoped to see a regular district-sponsored program for such visits. Responding to these requests, district library personnel developed a program of author workshops that had three major goals: (1) to promote and reinforce the reading of quality literature among the students who are participating in the workshop; (2) to give students the opportunity to explore writing and/or illustrating children's and young adult books as a career choice; and (3) to provide students with an opportunity to develop interest in, and skills for, creative expression. The program has operated since 1980, serving students from grades K-12 in the district's 41 elementary schools, seven middle schools, and five high schools.

COORDINATING A DISTRICT-WIDE PROGRAM:

Each school's participation in the program is voluntary. Building principals and librarians meet in the fall to learn about the program and determine which schools will be involved during the coming year. Most district schools have participated at least twice since the program began in the spring of 1980. In that time, 29 authors have visited with approximately 15,000 students.

District library personnel are responsible for contacting publishers and determining which authors will participate in the program. They make all the arrangements for travel, accommodations, and payment of an honorarium for the visiting authors. Working with building librarians, they help to organize the presentations at each participating school, including scheduling, facilities, preparation, and publicity. They work with publishers or local book stores to arrange for the author's books to be on sale in the building. They also conduct an inservice meeting where building librarians have an opportunity to meet the authors while they are in the district. County public librarians are invited to participate in the building programs and receptions for district personnel, and parents have also attended the author presentations.

SCHEDULING AND PLANNING:

Each year four writers are invited to participate in the program. Visits are scheduled in the second week of April. Each author visits four buildings, doing two programs at each. To avoid the atmosphere of a crowded assembly, groups meet in the school library and are kept relatively small, no more than 125. The classes invited to participate are those at the grade level most appropriate to the author's work. The author typically gives a brief talk, and then students have a chance to ask questions. Optionally, students may purchase copies of the author's books and have them autographed. Sometimes the authors also offer a full-day Writers Workshop for selected secondary school students.

A SPECIAL EXPERIENCE FOR STUDENTS:

To prepare for an author's visit, the school librarian and classroom teacher work together. The teacher makes sure that students have read and discussed at least one of the author's books. Students, librarian, and teacher talk about the kinds of questions that would be appropriate to ask the author, and students are encouraged to ask questions that go beyond knowledge and reading comprehension. Preparatory sessions also cover the necessary etiquette for a group interview -- waiting to be recognized and listening politely to all questions and answers.

Preparation in the classroom and library can include many enjoyable and instructive activities related to the author's books. For example, map and atlas skills have been reinforced by having students locate the author's home, birthplace, settings for books, and travel routes to the area. Art projects have included African masks and puppets for a visit by Ashley Bryan, and drawings of monsters for Peggy Parish's visit. Music teachers have helped students make African musical instruments, taught dances or songs, and helped students write and record original songs in honor of an author's visit. Reading and language arts activities have included word games and puzzles; creative writing based on the author's characters; writing letters to the author; and theater sketches based on scenes from stories.

STAFFING AND COSTS:

No additional staff are assigned to carry out the program, but it does require extra staff time. At the district level, three people spend a total of approximately 120 hours annually on tasks connected with this program. In a participating building, a librarian typically spends about 25 hours or more on program-related activities.

The district budgets approximately $1,700 per author, which includes a $400 honorarium, travel expenses and room and board. These expenses would vary depending on location. District personnel suggest that in some cases publishers may help with costs, and that several small school districts and public libraries could sponsor the program cooperatively.

OBSERVING PROGRAM EFFECTS:

At the end of each workshop, the participating librarians and district library personnel meet to assess the effectiveness of the program and to make suggestions for improvement. Staff members report that the response from principals, librarians, teachers, parents, and students has been extremely positive, and librarians have observed an increase in the circulation of books by authors who have visited.

CONTACT: Don Shirley
Director of Library Services
Shawnee Mission Public Schools
6649 Lamar
Shawnee Mission, KS 66202

TELEPHONE: (913) 384-6800

ESSENTIAL PROGRAM ELEMENTS:

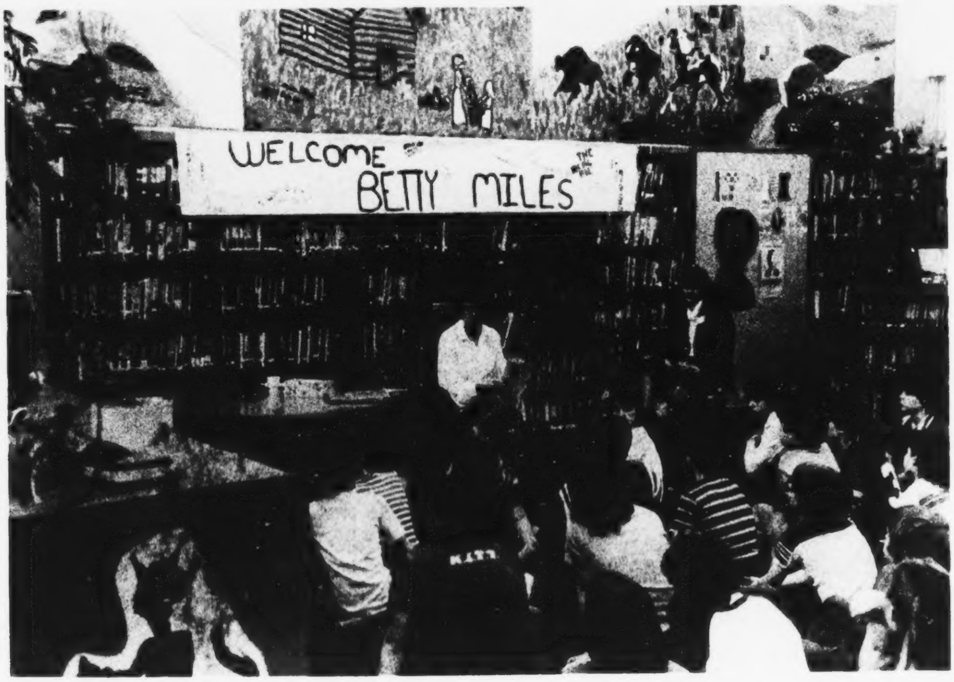
- Visits by well-known authors of books for children and young adults
- Teachers and building librarians cooperate in preparing students for visits
- District staff coordinate program

DISSEMINATION SERVICES:

- Program handbook on "Planning for a Hassle-Free Visit"
- Visits and consulting by arrangement

FUNDING SOURCES:

- Local funds



SUMMER LIBRARY/READING PROGRAM
SHAWNEE MISSION PUBLIC SCHOOLS
SHAWNEE MISSION, KANSAS

"A reading program to supplement the academic year curriculum"

Reading skills decline during the summer vacation if children do not read independently, and the public library system in Johnson County has a very limited children's book collection. Consequently, the school district and the public library system developed a cooperative program whereby the 18 school libraries would remain open on a limited basis throughout the summer and all would participate in a program to promote reading amongst pre-school, elementary, and middle school children.

The Shawnee Mission School District's philosophy of education is that "the school, home and community should cooperate to provide opportunities to each student to develop esthetic appreciation and develop a desire to continue learning." The Summer Library/Reading Program provides students access to an additional 180,000 books and helps to promote reading skills and to increase cooperation between schools and public libraries. The emphasis is on developing both an appreciation of quality literature and an increased desire to read. The school media centers also serve as resource centers as well as a source of leisure reading materials.

HOW THE PROGRAM WORKS:

The schools and the public libraries together develop a reading theme for the summer program. Examples of past summer reading program themes are "Reado the Clown," "Have Tales - Will Travel" and "Passports to the World of Reading." Prior to the beginning of the summer, each child is given a book mark describing the building locations, dates and hours of operation. Children who choose to enroll are given a booklet, "Develop Your Reading," which contains spaces for noting books read during the summer. It also describes activities designed to facilitate small motor control and reading development. The booklet is designed to encourage students to develop reading interests in many areas. In addition, the staff at each school schedule a variety of activities during the summer including story hours, films, listening center, small group projects and bibliography development. The listening centers provide students with recreational and literature-related activities. Activity centers stress reading and writing activities, concept development and small motor skills.

PROGRAM MANAGEMENT:

The district library supervisor and the public library coordinator are responsible for determining the summer reading theme, arranging for printing of summer materials, designing certificates and posters, determining sites and schedules and staffing. In addition, they provide inservice training for staff, provide publicity and "restore" the collection at the completion of the program.

The school program runs for eight weeks -- from the second week in June until the first week of August. During this period the school libraries open one morning a week from 8:30 to 12:30 on a staggered schedule to provide access to all students. The summer program in the public libraries operates on the normal schedule.

Sponsorship is often provided by a public agency or community group. For instance, one sponsor, the MacDonald Corporation, provided coupons for free food for reading incentives. Worlds of Fun sent large animal characters to two schools and two public libraries to promote Worlds of Reading. The Kansas City Zoo educational staff provided mobile programs at four libraries and a free family passport to the zoo for each of the 24 facilities.

Individual librarians are responsible for administering the program at each site, planning story hours, scheduling activities, supervising the aide, completing a report on summer statistics and closing the facility at the end of the program.

STAFFING AND COSTS:

Each media center is staffed by one paid professional librarian and an adult aide. Major budget items are the cost of keeping the facility open, the librarians' and aides' salaries and the printed materials distributed to students. The eight week program, one morning per week, costs $450 per school for materials and staff. There are no additional personnel costs for the public libraries.

EVALUATION:

The school and public librarians meet annually to review, evaluate and refine their joint efforts. A written report is provided by each participating school library which includes circulation figures, student participation data and suggestions for improving the program. Library supervisory personnel conduct on-site visits.

Approximately 2,500 students are typically enrolled in the school's summer library program. In 1984 these students averaged nearly five visits to a library during the summer and the libraries circulated over 25,000 books.

CONTACT: Don Shirley
Director of Library Services
Shawnee Mission Public Schools
6649 Lamar
Shawnee Mission, KS 66202

TELEPHONE: (913) 384-6800

ESSENTIAL PROGRAM ELEMENTS:

- o Summer reading
- o District-wide theme
- o Public library/school cooperation
- o School library open one day per week
- o Professionally staffed

DISSEMINATION SERVICES:

- o General information pamphlet and bookmarks
- o Consultation available

FUNDING SOURCES:

- o Local funds

SECTION IV
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THE ANSWER PLACE
MILWAUKEE PUBLIC LIBRARY
MILWAUKEE, WISCONSIN

"A public library joins with other agencies to offer computerized information and referral services"

The Answer Place, or T.A.P. as it is often called, has passed through several important developments in its relatively short history. These changes have enabled the program to grow from a typical library information and referral service into a high-tech multi-agency effort that offers a model of cooperation and efficiency.

THE GROWTH OF T.A.P.:

In 1979, the Milwaukee Public Library began development of a community information and referral service designed to answer specific questions about community organizations or governmental agencies, as well as day-to-day matters. Each of Milwaukee's 12 neighborhood libraries had a special T.A.P. file that contained information on that library's particular community. Each library gathered community information from an assigned geographic district and shared it with all system libraries. T.A.P. service also included MATCH-ED, the library referral service for matching people who have skills to teach with people who want to learn those skills.

By 1982, library staff, through personal interviews, had gathered data on over 2,000 agencies and organizations in the metropolitan area. The emphasis was on career, consumer, ethnic, education, recreational, and local neighborhood information, with a lesser concentration on areas such as health care and emergency food and shelter, which were already well covered by I&R services of other agencies. The data were maintained on hundreds of "3x5" cards; updating the files was time-consuming, and there was a two-month lag between collection of information and its incorporation into the files.

Some help with this task had come in 1981, when a community group called "Small is Beautiful" interviewed nearly 400 agencies and added their material to the T.A.P. files. The library then made the file available for them to use as the basis of the "Cream City Yellow Pages," an extensive directory of community services, businesses, and groups and clubs that was sold at libraries, bookstores, and by direct mail. The directory was so successful that a second edition was issued in 1984.

COMPUTERIZING THE SYSTEM:

The library staff realized that the only solution to the problems caused by the constant growth and changes in the T.A.P. files was to put the data base onto a computer. In 1983-84 an LSCA grant covered the cost of a terminal to link the service to the library's main computers, some special programming, and a clerk to enter the data, which by now had grown to over 3,000 entries. The result was a computerized file which could be readily updated. Printouts by agency and subject were made available in each T.A.P. center, including the 12 neighborhood libraries, coordinator's office, humanities department, and ready reference.

A COOPERATIVE EFFORT:

Although the library staff had planned carefully to avoid duplicating I&R efforts of other agencies, and although they had worked with others in undertakings such as the *Cream City Yellow Pages*, they knew that areas of wasteful overlap still existed (for example, a 60 percent duplication between their files and the United Way's Human Services Directory), and that cooperation with other agencies could be much more extensive.

In 1985 they began planning a cooperative project that would result in a standard data collection instrument for all I&R agencies to use in gathering information, joint training of the data collectors, a common thesaurus of descriptors, allocation of responsibility for data collection among agencies, and networking to allow on-line inquiry and updating of files by all members. The library maintains the primary data base in its computers, which can be accessed by terminals in the participating agencies, and it supplies products such as printouts on request. Groups participating in the effort include United Way, Information Service for the Aging, Community Relations/Social Development Commission, Family Service, Wisconsin Information Service, Mental Health Association-Waukesha County, and the COPE Ozaukee County Hotline.

STAFFING AND COSTS:

The computerization effort and the cooperative project that gave T.A.P. its present form were built on an already existing I&R service that involved some staff time and costs both in the branch libraries and central office. These would differ in another site and, depending on the size of the existing program, so would the upgrade costs. For Milwaukee, the computerization project involved some time from a supervising librarian and programmer already on the staff, plus the half-time clerk hired to input data. Total cost, including equipment, was $25,500. For the cooperative project, some time of existing staff was required both at the library and at the agencies involved. First-year costs for the library were about $5,500, and for each agency, about $1,975. Continuation costs are estimated at $1,000 for the library and $790 for each agency.

ESTIMATING THE EFFECT OF THE CHANGES:

Library staff report greatly increased efficiency as a result of the on-line cooperative services. They can now offer a broader-ranging data base that requires less expenditure of library staff time and resources on information collection and maintenance. They have also seen other benefits from the linkages developed with community organizations, such as assistance with programming and service development. Community response indicates that the program provides important benefits to human service organizations and to the general public.

CONTACT: Ms. Lynne Bellehumeur
Head of Extension Services
Milwaukee Public Library
814 W. Wisconsin Avenue
Milwaukee, WI 53233

TELEPHONE: (414) 278-3070

ESSENTIAL PROGRAM ELEMENTS:

- Information and referral service operating in all library branches
- Cooperative data gathering with other community service agencies
- Online data base available to all participating organizations

DISSEMINATION SERVICE:

- Program documentation
- Publications, including *Cream City Yellow Pages*
- Visits and consulting by arrangement

FUNDING SOURCES:

- Library Services and Construction Act (for computerization project)
- Local funds

COMMUNITY COMPUTER CENTER
TOWANDA PUBLIC LIBRARY
TOWANDA, PENNSYLVANIA

"Providing computerized information resources to a rural population"

Towanda Public library serves 10,000 people living in rural northeastern Pennsylvania. They are at least an hour or a long distance call away from the nearest city over 25,000, college, airport, TV station, stock broker, computer store or district library center. Their need for accurate and timely information is as great as urban dwellers, but the barriers to gaining or transmitting that information much greater.

The services provided by the Towanda Public Library did little to break the rural isolation. In 1982 its librarians wrote,

> Budget limitations and rising prices have made selecting reference materials for our small library a frustrating problem. The demand for, and use of, reference materials as compared with that for fiction or "how to" books doesn't justify spending the amount necessary to maintain an adequate balanced reference collection... The result is a shrinking of the scope and quality of the reference collection and services. Users get less of what they need when they need it. Their already low expectations are lowered. We can't promote a reference service that can't answer questions. The library as an information source becomes irrelevant and we lose users.

THE COMPUTER SOLUTION:

Towanda Public Library purchased an Apple IIe computer with modem, printer and a range of software, and purchased access to DIALOG and the Dow Jones News Retrieval and Knowledge Index databases. The library staff themselves gained training in microcomputer use and in online searching of databases. The services which the library staff offered based upon this equipment and training included the following:

- Online searches by librarians using the many databases available through DIALOG and Dow Jones.
- Training in microcomputer use so that patrons could use the range of software available.
- Use of stock portfolio software so stockholders could use online facilities to update their portfolios.

OUTREACH:

Local newspapers and other news media carried multiple articles about the new services. Library staff invited local organizations to hold a meeting at the library to view the facilities. Through this effort and a series of programs about the computer center, library staff reached a broad range of organizations including Senior Citizens, the Lions, D.A.R., Elks, the International Management Council and the A.A.U. Once an initial round of publicity had reached adults in the community, library staff expanded their offerings to youth in the community. They made presentations and provided tours to both community youth and school groups. The tours, of course, covered not only the computer center but other library facilities as well.

The outreach effort was paralleled by a series of "validation" courses offered to all those who wished to use the computer themselves. The first classes were open to adults only (classes were offered during preschool story hour for mothers), but were then opened to high school students, then to middle and finally elementary school students. All those who had completed the introductory course were "validated" and allowed to run library software on the computer.

COMPUTER ACTIVITIES:

Patrons used the software in the library to learn to type, as wordprocessing equipment, for personal budgeting, and computer assisted instruction, to name just a few. Library staff themselves used the computer for cataloguing, processing and listmaking, as well as report compilation.

STAFFING AND COSTS:

The program was budgeted at $21,000 for the 12 months beginning July, 1983. Equipment costs for that period were $6,500 while staff expenses totalled $7,200. Nearly $4,000 was budgeted for contractual services. At this stage in the project staffing involved a half-time professional and four hours a week for clerical services. The computer center is now run without the benefit of outside funds, although users are charged $.25 for every ten minutes of computer use to cover some of the costs of software.

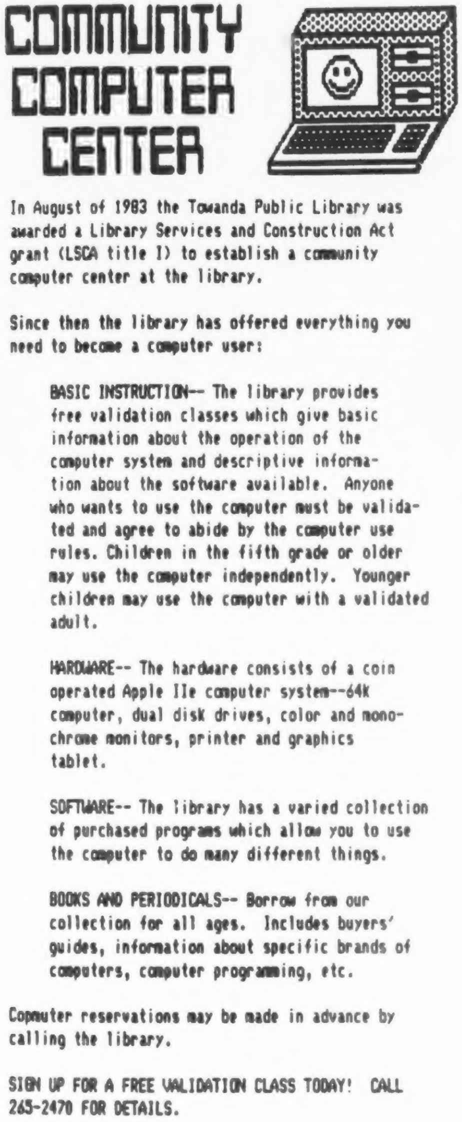
Information collected on the cost of each database revealed that over the first year of use DIALOG cost the library $1.31 per minute of online time, Knowledge Index $.40 per minute and the Dow Jones News Retrieval service $.27 per minute.

PROGRAM EVALUATION:

The program brought people who had not been library users into the library and was responsible, at least in part, for an increase in circulation, reference transactions, and in-library use of materials. The project's chief accomplishment was provision of training in computer literacy. In the first year of the project a total of 78 validation classes were provided to 448 adults or students. The public logged 950 hours on the computer, library staff 575.

Online search capacity expanded the type of reference questions which librarians could handle, and enabled them to respond to both college students and professionals in a way not possible before. The rate at which reference requests was not as great as anticipated, which resulted in some frustration on the part of staff. The service also revealed that the interlibrary loan network was too slow to meet user needs, and needs attention.

Software selection was time consuming yet was well used. The most popular software was *Apple Presents Apple*, *Know Your Apple*, *PFS Write*, and *Master Type*.



COMMUNITY COMPUTER CENTER

In August of 1983 the Towanda Public Library was awarded a Library Services and Construction Act grant (LSCA title I) to establish a community computer center at the library.

Since then the library has offered everything you need to become a computer user:

> BASIC INSTRUCTION-- The library provides free validation classes which give basic information about the operation of the computer system and descriptive information about the software available. Anyone who wants to use the computer must be validated and agree to abide by the computer use rules. Children in the fifth grade or older may use the computer independently. Younger children may use the computer with a validated adult.
>
> HARDWARE-- The hardware consists of a coin operated Apple IIe computer system--64K computer, dual disk drives, color and monochrome monitors, printer and graphics tablet.
>
> SOFTWARE-- The library has a varied collection of purchased programs which allow you to use the computer to do many different things.
>
> BOOKS AND PERIODICALS-- Borrow from our collection for all ages. Includes buyers' guides, information about specific brands of computers, computer programming, etc.

Copmuter reservations may be made in advance by calling the library.

SIGN UP FOR A FREE VALIDATION CLASS TODAY! CALL 265-2470 FOR DETAILS.

CONTACT: Kristin Smith-Gary
Librarian
Towanda Public Library
104 Main Street
Towanda, PA 18848

TELEPHONE: (717) 265-2470

ESSENTIAL PROGRAM ELEMENTS:

- Provides public access to computers for rural population and local schools
- Training in computer use
- Access to on-line data base services
- Provides on-line reference service

DISSEMINATION SERVICES:

- Bibliographies on computer materials
- Policy and procedure manual
- Demonstrations

FUNDING SOURCES:

- Library Services and Construction Act
- Local funds

COMMUNITY INFORMATION SERVICE
TULSA CITY COUNTY LIBRARY
TULSA, OKLAHOMA

"A library provides comprehensive information and referral services for a metropolitan area"

The Community Information Service (CIS) began in 1974 as an information and referral (I&R) service for senior citizens. Funded by a grant under the Older Americans Comprehensive Services Amendments of 1973, it was a response to the growing awareness of the plight of many elderly citizens, who were increasingly isolated from the community at the very time when they had most need of community services -- transportation aid, legal assistance, health services, and simple social contact.

The program was designed to provide senior citizens with a link to community services and activities. However, it was not long before library staff became aware that there was a need for such an information link among all age groups in the Tulsa area, and CIS began to expand. Today, the program maintains a database of over 3,000 entries on local organizations, answers an average of 1,100 inquiries monthly, and is in the process of computerizing to make its services even more efficient.

BUILDING INFORMATION FILES:

The Tulsa Library initiated the project as a separate, highly publicized library service, not as a part of any existing department, but drawing upon all the resources of a large public library system. In response to public demand, the level of activity increased steadily, and in 1976 the library received an LSCA grant to build a community I&R service for all citizens, all ages.

As they faced the task of updating and expanding their files, the staff designated five basic areas of information to be included:

- the government and social services file, listing services available and how to take advantage of them;
- the club and organization file, with purpose, meeting schedule, and contact information;
- the speakers and program file, on speakers available for all types of programs;
- the learning file, listing resource people and classes available on all subjects;
- the current events calendar, including meetings, seminars, and special activities.

A LITTLE HELP FROM FRIENDS:

A windfall for the expansion effort came in the form of a volunteer project initiated by the Junior League of Tulsa. A well-organized group of League volunteers, working over a period of many months, gathered information to complete the five categories of files. They contacted agencies in person and by telephone, and sought out sources in reference documents ranging from government directories to the yellow pages. Additional information was collected and organized on topics of community concern such as flood-plain management, water quality, capital improvements in the city, and historic preservation. Another focus was the state of the family, including day care, parenting, child abuse and neglect, foster care and adoption, and learning disabilities. "Citizens Guides" on the rights of children and pre-natal care were produced.

A COMPREHENSIVE SERVICE:

The files are continually updated by CIS staff members. They are also responsible for screening all incoming calls to the central library. Library reference questions are transferred to the appropriate department; I&R questions are handled directly. In addition to the permanent data base, CIS maintains information on Tulsa Transit bus schedules, and compiles a weekly community calendar of events that is delivered to the local media and used as a basis for newspaper columns on what is happening in the community. Other calendars and directories are compiled annually, such as the "Tulsa Area Annual Arts and Crafts Fair Calendar."

SERVING SPECIAL NEEDS:

The library has a teletypewriter for the deaf that allows the hearing-impaired to telephone the library about services and materials. Many CIS services are especially valuable to the handicapped, the sick, the elderly, or those in a crisis, and a special three-way phone system allows the librarian to stay on the line in order to follow up on a referral for someone who has difficulty communicating his or her needs. Over the years, the staff has found that special training is needed to help librarians maintain the appropriate balance between advocacy and neutrality, between providing a link to the service and supplanting the service.

STAFFING AND COST:

The Tulsa staff includes three full-time workers and three who work 30 hours per week. The annual staff cost is roughly $85,000. Materials costs are minimal, estimated at around $350. This includes the cost of newspaper subscriptions and consumable supplies.

EVALUATION AND REPLICATION:

Various record-keeping methods have been used since the program began. Although this has made longitudinal evaluation difficult, the growth in use of the service has been great enough to merit the library's continuing commitment to the program, even in an era of shrinking funds. Staff members believe they have been effective because they do information gathering and formatting better than anyone, because that is what librarians are trained to do.

A large-scale volunteer effort was important to the Tulsa program, but the director points out that many communities establish I&R services on a smaller scale. At the same time, she stresses the importance of organization and long-term commitment in building a database: "Gathering information for an information and referral service in a metro area is complex, and it calls for knowledgeable and organized people to do it". For similar reasons, the program relies on permanent paid staff rather than volunteers for its day-to-day operations. Three to six months of training are needed for staff members to become expert in using the database, fielding inquiries, and handling referrals appropriately.

CONTACT: Mr. Jon Walker
Coordinator, Community Information Services
Tulsa City County Library System
400 Civic Center
Tulsa, OK 74103

TELEPHONE: (918) 592-7960

ESSENTIAL PROGRAM ELEMENTS:

- Continually updated information file on community services and events
- Trained professional staff to provide referral and follow-up

DISSEMINATION SERVICES:

- Procedures manual outlining steps for creating an I&R service in a library
- Manual for a computerized service under development
- Consulting by arrangement

FUNDING SOURCES:

- Older Americans Comprehensive Services Amendments of 1973
- Library Services and Construction Act
- Local funds from Tulsa City County Library System

ONE-YEAR PLAN FOR LIBRARY SERVICES
CAROLINE COUNTY PUBLIC LIBRARY
DENTON, MARYLAND

"A planning model based on survey data that reveal the community's needs"

The Caroline County Public Library has developed a long-range plan for the years 1985-1990. Derived from this long-range plan, the one-year action plan for 1985-86 presents goals, objectives, and specific activities for the first year, together with a timetable for their completion. By 1990, when the entire plan has been carried out, Caroline County aims to have "the 90 percent library" -- one that responds satisfactorily to 90 percent of Caroline citizens' needs for library information.

DIFFERENT ORIENTATION:

Unlike many plans which are written in terms of the organization -- what "it" will do, how "it" will provide services -- the Library's plan is written from the viewpoint of Caroline County citizens -- what "they" say their information needs are, how "they" use the library, and what "they" want in the way of library services. Identifying these factors was the first step in development of the plan, and a major one.

The library had a background of participation in several large studies and surveys, and in addition staff members attended planning workshops to prepare for the undertaking. In developing the plan, they used existing data from some of the previous studies, and collected new data as needed. These included a user survey for the Central library in Denton; a user survey conducted in branches, mini-libraries, and book vans; a telephone survey and a reference service study; both carried out by the University of Maryland; census data; and an information needs study done by the Annapolis Research Corporation.

In analyzing the data the staff focused on the needs of both users and non-users, including special and potential target populations, and they evaluated the library's current services and its effectiveness in meeting citizen's information needs.

STRUCTURE OF AN INNOVATIVE PLAN:

The first part of the plan to be developed was the Mission Statement. Like all elements of the plan, it is written from the citizens' viewpoint. It expresses the overall role of the library in the community and reads as follows: "The citizens of Caroline County will obtain information through library services and materials which responds to their high-priority needs and interests and help them to achieve a better quality of life."

Goals and Objectives were derived from the Mission Statement, using the analysis of data from surveys, studies, and reports. The Goals are fairly general statements, and focus upon four key areas:

- Citizens' most important information needs;
- Availability of materials and information;
- Leisure-time interests; and
- Developmental skills.

Each goal is accompanied by a set of Objectives, which are more specific, measurable statements of the performance that patrons will exhibit in order for the library staff to consider that the Goal has been met. In the long-range plan, these statements are phrased in terms of the completion year, 1990; in the one-year plan they are focused upon a partial level of achievement that is expected from the first year of effort. Each successive year is intended to bring the library closer to achievement of the final Goals and Objectives.

The one-year plan goes beyond the long-range plan in specificity; each Objective in turn has several associated Strategies for its achievement, and each Strategy is to be implemented by carrying out a given list of Activities. The entire structure is shown in the accompanying diagram.

Although the Goals and Objectives are solidly based on data about the community's needs, the plan retains a strong element of flexibility at the Strategy level. The Strategies are viewed as alternatives and are being evaluated one against the other. An outside firm has been employed to evaluate an Objective and the marketing Strategies designed to accomplish it.

STAFFING AND COSTS:

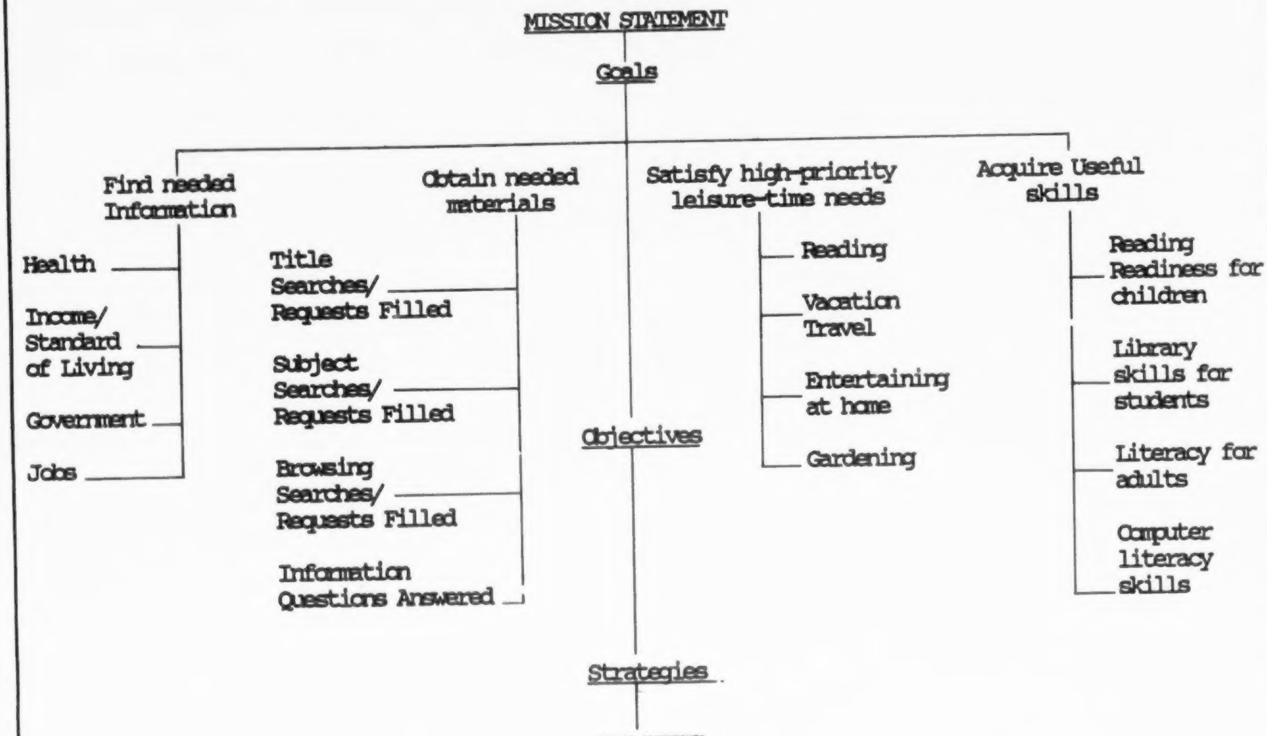
The entire county library staff is dedicated to carrying out the plan as specified for each year, and the entire yearly budget is spent in accordance with the activities outlined in the plan. For 1985-86, the budget totalled $397,749.

EVALUATION UNDER THE PLAN:

Because the plan's Objectives are stated in terms of measurable outcomes, evaluation is provided for at every step, and focuses upon:

- Scope -- how many people who need the information (as determined by survey data) will get the information;
- Content -- the specific type of information needed;
- Priorities -- the importance to the population (as determined by survey data) of this type of information;
- Performance -- the degree to which needs are met and questions answered completely under the plan.

Reporting on evaluation for the first year has not yet been completed.


MISSION STATEMENT
Goals
Find needed Information
Health
Income/ Standard of Living
Government
Jobs
Obtain needed materials
Title Searches/ Requests Filled
Subject Searches/ Requests Filled
Browsing Searches/ Requests Filled
Information Questions Answered
Satisfy high-priority leisure-time needs
Reading
Vacation Travel
Entertaining at home
Gardening
Acquire Useful skills
Reading Readiness for children
Library skills for students
Literacy for adults
Computer literacy skills
Objectives
Strategies

SAMPLE OBJECTIVES

Objective 1-1: By June 30, 1986, 340 Caroline County adults who need health related information will obtain, through library services, that information which entirely answers 80% of their questions.

STRATEGIES

Strategy 1: The library will provide interpersonal information and referral services to Caroline County citizens with health information needs.

Strategy 2: The library will provide health information programs for Caroline County citizens both in the library and at locations where those citizens defined as prototypes for health information needs gather. The programs will include question and answer sessions utilizing the expertise of health professionals and library information specialists.

Strategy 3: The library will provide answers to Caroline citizens' health information needs through in-house use and circulation of health related books, pamphlets and other materials in all library locations.

ACTIVITIES

Sample for Strategy 2 above:

Many of the activities of Strategy 1 are relevant to the accomplishment of Strategy 2. In addition:

1. The library will locate and arrange for the services of health professionals to present the programs.
2. Library administration will meet with the appropriate agencies and organizations to develop the arrangements for program presentations outside the library. (the library will seek to provide at least one program per appropriate agency.)
3. The library will design, develop and ready the appropriate publicity and promotional materials to support the programs.
4. The library will develop in-library health information programs for Caroline citizens.
5. Programs will begin.

Timetable:

Step 1	By October 15, 1985
Step 2	By November 1, 1985
Step 3-4	By November 15, 1985
Step 5	By November 30, 1985

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CONTACT: George A. Sands, Jr.
Administrator
Caroline County Public Library
100 Market Street
Denton, MD 21629

TELEPHONE: (301) 479-1343

ESSENTIAL PROGRAM ELEMENTS:

- Use of studies, surveys, and census data to determine community needs and priorities
- Goals and objectives of plan based on community data
- Alternative strategies and activities for achieving objectives

DISSEMINATION SERVICES:

- Documentation on the plan
- Visits and consulting by arrangement

FUNDING SOURCES:

- Library Services and Construction Act (development grant)
- County funds

"SHARING OUR RESOURCES"
ORLEANS SOUTHWEST AREA LIBRARY COUNCIL
HARDWICK, VERMONT

"A cooperative program links school and public libraries in six small towns to increase services, cut costs"

In the fall of 1980, a meeting took place with representatives from both school and public libraries serving six small towns in Vermont. Library services in the area were limited because the communities were too small to support comprehensive libraries. Schools faced the same dilemma; with as few as 85 students, some had no library at all. The problem addressed at the meeting was to find ways of improving service to all patrons in the area, while living within limited budgets. The solution was to form an area Library Council and a program of cooperation that was aptly named "Sharing Our Resources."

GOALS AND MANAGEMENT:

The council is made up of representatives from all libraries and participating communities, which range from a town with five small libraries to a town with no library of its own. Goals of the program are:

- to increase knowledge of each library's collection;
- to maintain a cooperative catalog and circulation system;
- to limit duplication of materials and to coordinate purchases;
- to improve communications between public and school libraries;
- to make better use of existing facilities and share equipment; and
- to sponsor library programs for patrons of all ages, preschool through adult.

Each library's board of trustees made a formal commitment to support the cooperative Library Council. The superintendent of the school district serves as the program director. Representatives from each meet once a month, with a different member library hosting each meeting. A specific agenda is mailed out in advance, and minutes of the meetings are circulated to all participants.

MECHANISMS FOR SHARING:

To promote the exchange and sharing of resources, the group designated three projects for all members to work on: establishing an area-wide union card catalog, creating a list of all periodicals available in each library, and compiling a catalog of audiovisual materials held by each unit. These lists form the basis of a system for inter-library borrowing, which is currently being computerized. The individual libraries tailor their collections to needs in their community, and cooperate on buying some of the less often-used items, which are then shared district-wide. They also cooperate on joint ordering of materials and equipment.

SCHOOL LIBRARIES BENEFIT:

Soon after formation of the Council, the development of a uniform library skills continuum for the district's schools was begun, resulting in the publication of "Instructional Outcomes for Libraries, K-6." Under the auspices of the council, libraries have been opened in four elementary schools that had none before, and school library staffing has been upgraded.

SPECIAL PROGRAMS:

Cooperative sponsorship of special events is another activity of the Council. An example was a day-long program for pre-school and elementary children featuring sessions with authors and illustrators Carol and Donald Carrick and Paul Galdone. In some cases, special events are taken "on the road" to several libraries, particularly the children's programs. Adult events usually take place at an appropriate facility provided by one of the cooperating units, and people come from any of the communities to attend. To promote public awareness of library services, the Council also publishes a newsletter, the "Liber Keeper"; contributes a column to the local paper; and sponsors promotional displays in connection with local events.

STAFFING AND COSTS:

Library size ranges from under 700 to over 10,000 volumes, and facilities are staffed accordingly, some by part-time community volunteers, some by full-time certified librarians. No extra staff has been added in order to carry out the program; nor are any extra funds budgeted. The director estimates that there would be no increase in line-item costs for others deciding to adopt such a program, but points out that it does require some shifting of priorities to allow personnel time to be spent on meetings and cooperative activities.

RESULTS OF THE COOPERATIVE EFFORT:

The program has brought about a stronger awareness of library services in the participating communities. The director believes that this awareness led to voter support of extra funding the school district needed to establish four new elementary school libraries. At the same time, cooperative buying of materials and equipment has led to cost savings of roughly four percent for member libraries. Finally, the program has continued to function despite staff turnovers in the member institutions.

The Southwest Area Library Council's
"A Recipe for a Library Cooperative -- 1980-1986"

Take four elementary schools without libraries, add four small public libraries and one community-school library.

Mix in one small high school library and one medium size high school library. (Note: Vermont size high school)

Add a very small two-year college library.

Add to the above mix the high cost of books and library materials along with low budgets.

Add the concern of elementary students entering high schools without knowledge of library usage.

Top off with limited public awareness of library services.

Mix the above ingredients well.

Stir in lots of dedication from librarians, library trustees, school teachers and administrators.

Stand back and let what happens happen. Stir occasionally to keep mixture working.

CONTACT: Mr. Bruce A. Richardson
Superintendent of Schools
Orleans Southwest District
Hardwick, VT 05843

TELEPHONE: (802) 472-5787

ESSENTIAL PROGRAM ELEMENTS:

- Area-wide council with representative from each participating library or community
- Monthly meetings to plan cooperative activities
- Development of shared collection listings and inter-library loan system
- Joint buying of materials and equipment

DISSEMINATION SERVICES:

- Program information packet
- Consulting by arrangement

FUNDING SOURCES:

- Local funds

ADULT LITERACY PROGRAM
CHESTER COUNTY LIBRARY
EXTON, PENNSYLVANIA

"Individualized reading instruction to reduce illiteracy"

It is conservatively estimated in Chester County that there are 30,000 functional illiterates and an additional 15,000 people for whom English is a second language who need assistance in reading and writing skills. This program, which has been in place 11 years and received a national award for county programs, addresses the significant human need behind these statistics.

The goal of this one-to-one tutorial program, the first of its kind in libraries in Pennsylvania, is to provide the target population with instruction in basic literacy skills and to relate that instruction to participants' personal goals. Initially, students are given an orientation to the program and screened to determine reading strengths and weaknesses. Instruments used are the Slosson Oral Reading Test, the El Paso Phonics Inventory, the Wepman Auditory Discrimination Test and contextual reading. Tutors follow individualized programs of instruction prepared by literacy staff to plan twice-weekly, one-and-a-half hour sessions. Using a guide, tutors also determine the immediate practical/functional reading needs of their students and often use drivers manuals, newspapers, and job applications in addition to standard teaching materials. Students and tutors schedule their meetings at one of the 70 community agencies, libraries, and churches which have volunteered their facilities as tutoring sites. Students agree to complete a half-hour of homework each day. Once they have met their goals, adult students are referred to appropriate educational programs, vocational schools and community colleges.

The tutors are attracted through newspaper ads, library pamphlets and family and institutional referrals. At any one time, approximately 110 students and tutors are working together, and a 20-hour tutoring training course is offered five times annually.

Some of the administrative needs of the program include recruitment of students and tutors, confidentiality and maintenance of client records, scheduling instruction sites, conducting individual consultations, and rescreening students to assess progress.

COLLECTION:

The library has developed a collection of materials for the adult new reader consisting of fiction, nonfiction, cassettes, materials on coping skills, workbooks, and GED information. *An Adult New Reader's Bibliography* has been prepared to help both tutor and student find materials of interest written at the appropriate skill level.

STAFFING AND COSTS:

The program is staffed by one full-time and two part-time employee who screen students, conduct training, and provide lesson plans, materials and telephone support. The 1985 budget was $28,410. In-kind support provided by the library includes office space, utilities, telephone, clerical and business services, supervision, postage, printing, graphics, public relations, maintenance, and use of meeting rooms.

> Before I started with the literacy program, I was afraid to write my own name in front of anyone. I used to think that I wouldn't be able to do any of the things I wanted to do. This program helped me build confidence in myself so that I can do the things I'm best at.
>
> Now I am reading faster and writing more and feeling sure of what I've read or written. I used to have a job that required me to do a lot of reading and writing. It made me very uncomfortable. In the job I have now, I have to do a lot of writing and reading, and now I feel more confident in myself to do the job well.
>
> This has helped me to build my inner confidence that projects on the outer self.

CONTACT: Barbara Howard
Chester County Library
400 Exton Square Parkway
Exton, PA 19341

TELEPHONE: (215) 363-0884

ESSENTIAL PROGRAM ELEMENTS:

- One-to-one reading instruction
- Individualized screening
- 20-hour tutor training sessions
- Referral of students for more training

DISSEMINATION SERVICES:

- Extensive documentation
- Advising by appointment
- Adult New Readers' Bibliography

FUNDING SOURCES:

- Library Services and Construction Act
- State funds
- County funds
- Private contributions

BABYWISE
HOWARD COUNTY LIBRARY
COLUMBIA, MARYLAND

"Library program brings toys and training to caregivers for young children"

Recent decades have seen increasing acceptance of the idea that the first three years of life are the most important period for the mental development of children. At the same time, more and more children in this age group are spending less time with the traditional providers of early educational experiences, their parents. In Howard County, Maryland, almost 50 percent of mothers of young children work outside the home. Many children under three spend their days in family day care homes, which have increased over 500 percent in the last eight years.

At the Howard County Library, the Children's Services staff saw this situation as a challenge to the public library: to serve the information needs of parents and other caregivers for the youngest group in their patron population. The "Babywise" program is aimed at children under three, their single and/or working parents, teenage parents, and daytime caregivers.

When the program began, one of the first steps was to hire a full-time Early Childhood Specialist who would have major responsibility for the four broad areas of program activity: Collection development; service to family day care providers; service to teenage parents; and staff training.

"TOYS CAN BE BORROWED":

The collection features a carefully chosen group of over 1,000 toys, including puzzles, puppets, blocks, activity centers, and musical, ride-on, and jack-in-the-box type toys. Each toy was evaluated for safety, sturdiness of construction, color and interest, educational value, and practicality. The toys are categorized by subject (based upon the specific skill the toy helps to develop) and by age level.

The toys are packaged in drawstring cloth bags, which were made by volunteers when commercially made ones proved to be too expensive. Each bag contains the necessary identification and circulation information. Toys are stored according to the four broad areas of development: motor, cognitive, social, and emotional. A catalog of color photographs of the toys is kept at all libraries and bookmobiles to help parents and children make selections. Three or four of each toy are available, and they circulate throughout the system via interlibrary loan.

SERVICES FOR DAY CARE PROVIDERS:

As a resource to help caregivers encourage the educational development of young children, the program has developed a series of day care kits. These are teaching units which include books, realia, cassettes and a manual of suggested activities. Ten units are currently available, dealing with topics that were suggested by day care providers and teachers. They include: Animals, Body Awareness, Community Helpers, Danger, Families, Five Senses, Parade, Transportation, and Weather.

The program extends from the library into family day care homes with storytimes offered by a library staff member who travels to the homes on a regularly scheduled basis. Her presentations are also centered on specific themes, and she brings a variety of materials so that she can tailor the program to each group. At the end of each session, children are given a written copy of the titles of books used and the words from songs and fingerplays to take home. The Storytime component currently serves 25 day care homes and over 150 children.

PROGRAMS FOR PARENTS:

Special sessions have been offered for parents of infants and toddlers, including a presentation by a pediatrician, a program on time management, an overview of infant CPR, and a workshop on toys as teaching tools. In addition, the Early Childhood Specialist has been actively involved in a school system program of education for teenage parents. She has helped with planning, demonstrated the proper use of toys, discussed developmental states, and illustrated how to play with very young children.

DEVELOPING AWARENESS OF THE PROGRAM:

Information about *Babywise* has appeared in press releases to local newspapers, church bulletins, and a newsletter for residents of low-income housing. Two brochures are available, one included in a packet given to new mothers by the hospital. Posters appear in all libraries and in other locations in the community. The program director works closely with many agencies and community groups.

STAFFING AND COSTS:

The *Babywise* program has one full-time and one part-time staff member, both specialists in early childhood. They have provided training sessions for the regular children's library staff to help them in answering the many questions they receive on appropriate materials and services for very young children. In addition, an orientation was presented for the entire library staff to make them familiar with the *Babywise* program. Program costs include $37,000 annually for staff and $14,000 for 1,000 toys.

IMPACT OF BABYWISE:

Various methods have been used to measure the impact of *Babywise* and to obtain information for program improvement. These include questionnaires given to day care providers and to attendees at parent programs. Reactions have been very positive. Circulation statistics show that although the toy collection comprises 0.3 percent of the total collection, toys account for one percent of total circulation.

CONTACT: Karen Ponish
Babywise Project Director
Howard County Library
10375 Little Patuxent Parkway
Columbia, MD 21044

TELEPHONE: (301) 997-8000, ext. 273

ESSENTIAL PROGRAM ELEMENTS:

- Staff includes early childhood specialist
- Circulating toy collection
- Instructional kits and storytime services for family day care providers
- Programs for parents

DISSEMINATION SERVICES:

- Program documentation
- Visits and consulting by arrangement

FUNDING SOURCES:

- Library Services and Construction Act
- State funds
- County funds

FILM SERVICES
WEST VIRGINIA LIBRARY COMMISSION
CHARLESTON, WEST VIRGINIA

"An outstanding film collection is available free to all West Virginians"

In mountainous West Virginia there are many areas without readily accessible media "centers," and broadcast services are often limited. Over 85 percent of the State population does not have a local movie theater. Relatively few homes have video playback units or cable TV. Because of a program run by the State Library Commission, however, films and related information on film culture are provided for everyone in West Virginia. Films are requested from the program office in Charleston through the State's 178 local public libraries, and are available for non-profit use by churches, schools, hospitals, prisons, community groups, or individuals.

A UNIQUE PUBLIC FILM COLLECTION:

The program has a collection of over 4,000 16-mm. films, including 900 current and classic feature films, the largest number in any non-private collection. Among them are over 100 foreign films, many of which have won Academy Awards or other international awards. There are over 2,000 children's films, including most of the classic short and feature films, along with current entries such as the Bill Cosby films featuring Fat Albert and the gang. In addition, there are documentary films on subjects ranging from film itself to history, travel, social issues, science, and the arts. Special attention is given to regional films, and the collection dealing with West Virginia and Appalachia is the largest and most current in the country.

CIRCULATION PROCEDURES:

Films are distributed using the U.S. Mail, which provides reliable one-day delivery within West Virginia. Borrowing libraries sign a contract that succinctly summarizes the terms and circulation procedures (see inset).

MAINTAINING PUBLIC AWARENESS:

People are informed about the program's services through a quarterly newsletter that features in-depth articles on topics related to films in the collection, reviews, and program information. A periodic film listing called "Pickflicks" keeps borrowers up-to-date on what films are available. It includes standard data on each film, such as running time, year made, color or B/W, and a brief summary. Reference service is provided using a WATS phone line. The program director presents information and film reviews in a semi-weekly cable TV show that reaches about one-fourth of all households in the State. He also uses extensive personal contact to inform resource people around the State about the services available and to elicit cooperation.

COOPERATIVE EFFORTS:

In 1985-86 the program was involved in two major cooperative projects. One supported the State Health Department's project on teen pregnancy by circulating catalogs and films to health agencies, clinics, public health nurses and other appropriate resource persons. The second project was undertaken with the governor's office and dealt with teenage drunk driving. Film Services distributed $15,000 worth of films, donated by the governor's office, to all high schools in the State. The program director regularly asks other State agencies about their needs for films on any topic, then finds and buys what is needed.

STAFFING AND COSTS:

The program's full-time staff includes the director, who is responsible for selecting films and coordinating all program functions; one library assistant, who handles financial and personnel records, ordering, and primary reference services; two clerks, who schedule the films and keep records, and two film inspectors/shippers. There is one part-time library page. Annual program costs include $100,000 for purchase of films, $15,000 for shipping, roughly $80,000 for salaries, and $5,000 for supplies.

GAUGING THE PROGRAM'S IMPACT:

Since the program began in 1976, the size and scope of the collection have grown steadily, as have the public's awareness and use of the service. Each year about 60,000 films are circulated and are viewed by over one million people in all counties in the State. In addition to circulation statistics, the program staff uses written comments returned with the films to assess the usefulness of the collection and the service.

CONTACT: Steve Fesenmaier
Head, Film Services
West Virginia Library Commission
Cultural Center
Charleston, WV 25305

TELEPHONE: (304) 348-3976

ESSENTIAL PROGRAM ELEMENTS:

- Extensive 16-mm. film collection
- Free distribution of films through public libraries statewide
- Promotional efforts foster public awareness of service

DISSEMINATION SERVICES:

- Program documentation
- Published articles
- Visits and consulting by arrangement

FUNDING SOURCES:

- Start-up grant from Library Services and Construction Act (1976-1980)
- State funds (1980-present)

WEST VIRGINIA LIBRARY COMMISSION
FILM SERVICES CONTRACT

RULES AND REGULATIONS

AVAILABILITY OF FILMS

The West Virginia Library Commission has acquired a collection of over 1500 16mm films. Films will only be loaned directly to recognized public libraries in West Virginia.

Any public library that borrows films from the West Virginia Library Commission will be contractually and financially responsible for all materials they borrow.

The borrowing of films by local groups and/or individuals shall be at the discretion of the local public library.
The librarian at the public library will be the onlyrepresentative from whom film booking requests will be honored.

REQUESTS

Films should be ordered as far in advance as possible up to six months. A minimum of two weeks before the show date is needed to process the request and confirm the booking. Requests will be honoed when received on the WVLC Film Booking Form. Please request only one film per form. When time is an important factor, special requests will be handled through communications with Film Services.

LOAN PERIOD

Films must be returned on the date following the show date(s). The maximum loan period is two days, however, other arrangements can be made for special situations. A late return will not only disappoint the next library that wants that film, but may also jeopardize your ability to borrow films in the future.

RESTRICTIONS

Films are copyrighted materials and may only be shown at the specified location. The list at the end of this catalog notes those films that may only be shown at the public library.

Films may **not** be copied, duplicated, or transmitted by any means, electronic or otherwise.

Films may **not** by shown where an admission fee is charged or for fund raising purposes, and are **not** licensed for television presentation.

Any infraction of the above is in direct violation of Section 101 of the United State Copyright Laws and carries penalties up to five thousand dollars for each violation.

PROJECTION

All films are inspected when they are returned, and are in good condition when loaned.

All borrowers are expected to insure that all films are run on a projector in good working order by a competent projectionist. If the film breaks, stop the projector. Overlap the film on the take-up reel and continue your progrm. Under any circumstances, DO **NOT** TAPE, SPLICE, STAPLE, GLUE, OR OTHERWISE JOIN THE BROKEN ENDS TOGETHER.

Proper film handling will be greatly appreciated.

OBLIGATIONS

The borrowing public library is responsible for returning films in good condition.

Any damage beyond normal wear and tear will be charged to the borrowing public library. Replacement footage will be charged at the current rate and most distributors charge for a minimum of fifty feet. In the event that a film is damaged beyond repair, the cost would be the amount needed to replace the film or a similar film if the original title is no longer available.

REPORTS

The librarian is responsible for making sure the film usage report on the last page of the booking form is completed accurately and returned with the film.

I hereby agree to abide by the above rules and regulations.

Signed ______________________________

Date ______________________________

Title ______________________________

Library ______________________________

Address ______________________________

____

POETRY CONCERT
MILWAUKEE PUBLIC LIBRARY
MILWAUKEE, WISCONSIN

"A public library program involves school children in the creative process of poetry"

The Poetry Concert program of the Milwaukee Public Library began in 1983 with a single performance designed to introduce children to poetry through the experience of a "live" poetry reading. Since then the program has progressed to a series of workshops culminating in a performance that features both the works of a nationally known poet and those of Milwaukee school children.

ENRICHING THE CULTURAL LIFE OF THE COMMUNITY:

The program originated out of a special interest in poetry within the local area. Small presses publish many Milwaukee-based poets, and an area bookstore specializes in selling poetry and features local poets. The library offered the first poetry concert to encourage children to become aware of this poetry-writing activity, to get involved in writing poetry themselves, and to explore the library's poetry collection.

Specific objectives of the program are to establish residencies for local poets and artists in the public library system; to link the library and the schools; to promote awareness of the poetry resources available in libraries; to encourage students to develop their individual creativity through literature; to develop a partnership between children's librarians and local artists; to provide a showcase for children's poetry; and to create new audiences for poetry.

PREPARING FOR THE POETRY CONCERT:

Preparations for the performance are structured around a partnership with the schools. In connection with the 1985 Poetry Concert, workshops were held in three public libraries for classes from six schools. A one-week art workshop was conducted by a well-known local artist. The students heard presentations of American folklore, music, and poetry, and expressed their reactions through visual art projects. These projects became part of a display featured at the Concert.

In another library, a local poet from the library's artist-in-residence program conducted a two-week poetry workshop. Students wrote and shared their own poetry. A videotape of children reading their poems was included in the Concert. The third workshop was supervised by an artist-in-residence theater instructor. Participants learned to give their own interpretations of poetry through dance and music. These dramatic presentations were also incorporated into the program of the Poetry Concert.

THE 1985 POETRY CONCERT:

Karla Kuskin, a nationally known writer and illustrator of more than 30 books, led the third annual Poetry Concert in 1985. Prior to the performance, she assisted with the workshops. Copies of her books were available for sale, and after the Concert there was an autograph session. Of her role in the Poetry Concert, she said: "Instead of building a fence of formality around poetry I want to emphasize its accessibility, the sound, rhythm, humor, the inherent simplicity. Poetry can be as natural and effective a form of self-expression as singing or shouting."

A day of rehearsal was devoted to perfecting the various segments of the performance and coordinating them with each other. Staged in a local auditorium, the Concert was free to the public, and both children and their families were invited. Altogether, an estimated 2,565 people benefitted from the program, including eight core classes of students in the schools, teachers and librarians, and those who attended the Concert.

LOCAL GROUPS COOPERATE WITH THE LIBRARY:

The Poetry Concert is planned by a steering committee made up of several children's librarians, school district administrators, and representatives of organizations. In 1985, organizations involved in the effort included the Milwaukee Art Museum, which provided activities for children in connection with the art workshops and displayed their work; ARTREACH-Milwaukee, which promoted the Concert and workshops among disabled children and their families; Theatre School, Ltd., which presented poetry dramatizations; Milwaukee Imagination Theatre, which offered mime performances; the Public Schools; and the Friends of the Library, whose volunteers assisted both at workshops and at the Concert.

STAFFING AND COSTS:

The program is directed by the Coordinator of Children's Services for the Milwaukee Public Library, who spends an estimated five percent of her time on it. Involved for even smaller portions of their time are four children's librarians, six steering committee members, a graphic artist, publications staff, a three-member brochure committee, and multi-media librarians who videotape the various events. The time of these individuals, together with supplies, are viewed as an in-kind contribution by the library to the program, matching the $9,218 in costs for the artists, travel, marketing, etc., which are covered by various funding sources.

EVALUATION:

Evaluation forms are completed by the children's librarians for each of the workshop events, and are used to improve the program. The Poetry Concert has elicited compliments and letters of praise from local citizens and from library colleagues.

CONTACT: Jane Botham
Coordinator of Children's Services
Milwaukee Public Library
814 W. Wisconsin Avenue
Milwaukee, WI 53233

TELEPHONE: (414) 278-3078

ESSENTIAL PROGRAM ELEMENTS:

- Artists in residence hold preparatory workshops for students in the library
- Nationally known poet leads a performance including student work
- Local organizations, schools, cooperate with library to produce program

DISSEMINATION SERVICES:

- Program documentation
- Videotape of performance
- Visits and consulting by arrangement

FUNDING SOURCES:

- State funds
- Local funds
- Private funds

LHACA
PUBLI
LIBRA

SEARCH STRATEGY
HENNEPIN COUNTY LIBRARY
MINNETONKA, MINNESOTA

"Training patrons to improve their use of library resources"

Hennepin County Library (HCL) staff determined from requests they received and user patterns that many patrons were unable to use the full scope of resources available to them in the HCL system. They did not know what resources were available nor how to access them. The staff consequently developed a course in "search strategy" for patrons. It is designed to teach them the range, scope and kinds of materials and services available in the library, system and region. The three-hour instructional program for youth and adults is presented by individual library staff from 25 different county libraries. Course content and materials are prepared centrally.

The search strategy workshop, "Using your library effectively," begins with a slide or video tape introduction describing the range of resources available in the library, followed by a description of the book and microfiche catalogues. Participants are then given a tour of the library. They are instructed in the use of periodicals, periodical indices, selected reference books and how to expand their options for services and materials through interlibrary loan and Metropolitan and State Networks. Approximately 400 people take the course annually and it has been favorably reviewed by participants, who complete evaluation forms following their participation.

The library has developed an extensive collection of handouts designed to help patrons meet their information needs. Examples include:

- Guide for HCL users
- HCL catalog on microfiche
- How to locate materials
- Calendar of events
- Media lab brochure
- Volunteer brochure
- Search strategy packet
- Bibliography and reference materials

STAFFING AND COSTS:

Twenty Search Strategy programs are conducted each year at a cost of $2,900. The $145 per course cost includes four hours of professional and one hour of clerk time for preparation. The actual presentation includes six hours of professional staff time. Materials cost only $2 per patron or $40 per session.

PUBLICITY:

Search Strategy is publicized through a series of news releases sent to local and regional newspapers, radio and television stations and cable companies. Printed posters are displayed in the main library, surrounding libraries and selected out-of-town locations. Program flyers can be picked up at several locations within the library. A calendar of events is displayed in all 25 Hennepin County Libraries. Whenever the program is co-sponsored with local community education departments it is advertised in their brochures.

EVALUATION:

There has been no evaluation to determine increased use of bibliographies or search materials. Course participants are routinely asked to complete an evaluation of the course itself.

CONTACT: Eileen Cavanagh
Program Librarian
Hennepin County Library
12601 Ridgedale Drive
Minnetonka, MN 55343

TELEPHONE: (612) 541-8541

ESSENTIAL PROGRAM ELEMENTS:

- Assists users in locating resources and developing search skills
- Course materials prepared centrally for 25 libraries
- Three hour instruction program
- Cooperation with education departments

DISSEMINATION SERVICES:

- Program material and pamphlets
- Consulting by arrangement

FUNDING:

- Local funds

TOBIE GRANT HOMEWORK LIBRARY
DEKALB PUBLIC LIBRARY
DECATUR, GEORGIA

"A neglected library changes into a high-use facility helping children with their studies"

In November of 1982 the doors opened on a new concept in library services in Decatur, Georgia. Currently one of only two such facilities in the nation, the Tobie Grant Homework Library is dedicated to helping in the education of young people in its service area. The project's history provides an interesting illustration of how an under-used facility can be transformed by focusing on community needs.

DECLINE OF A SMALL LIBRARY:

In 1955, a long-time area resident, Mrs. Tobie Grant, donated land to DeKalb County to be used for the betterment of the community. The residents requested that a public library be built as a part of the community center there and Tobie Grant Branch Library opened in 1962. Over the years, the small 900-square-foot facility lost adult patronage as other branch libraries opened and the downtown library expanded. Tobie Grant Library became almost exclusively a center for children between the ages of 6 and 19, who make up a third of the population in the area. It was a quiet, cool, and comfortable place for kids to read and do their homework, but much of its general collection was unused. Librarians, discouraged by low circulation statistics, looked for a way to improve their service to the community.

From questions and observations in the library and among local residents, they discovered that many of the children in the low-income neighborhood had no private space and no place at home to do schoolwork. Hardworking and under-educated parents were unable to help youngsters with their lessons or to keep pace with the fast-changing, computer-influenced curriculum of the schools. Based on these findings, a plan began to evolve for changing the library's service program. Instead of striving to increase the almost nonexistent circulation of books in the customary ways, the library would be transformed into a homework and study center where students could have access to resources and get professional help with their schoolwork.

THE METAMORPHOSIS OF TOBIE GRANT:

In July 1982, renovations began. Seldom-circulated books and old freestanding shelving were removed. New shelving, fluorescent lights, carpeting, and ceiling were installed. Built-in shelving, walls, and the exposed roof support system were freshly painted.

New equipment and furnishings for the renamed Tobie Grant Homework Library included tables, chairs and brightly colored hassocks, study carrels, electric typewriters, an Apple II computer and printer, 35-mm. viewers and projectors, a 16-mm. projector, a video player-recorder, a copier, and built-in cabinets.

COLLECTION AND SERVICES:

Over 800 new juvenile reference books, 83 filmstrips, video tapes, and computer learning diskettes were purchased for the new homework library. New periodicals were added to make a total of 56, plus three daily newspapers. The library has retained its pre-school collection, and for adults, there is a collection of large-print books, leased best sellers, and 1,150 paperbacks, but the permanent collection is focused on the school children.

The library is open Monday through Thursday from 3 to 8 p.m. and Sunday from 2 to 6 p.m. During these hours, the library staff, headed by a librarian who is also an experienced teacher, provide homework help for the students. The electric typewriters, computer, and other equipment are also available. Computer diskettes and video learning tapes include Introduction to Algebra, Beginning Math, PSAT Word Attack, Chemistry 1, and others on subjects ranging from spelling, English, and typing, to astronomy, geography, government, and history.

COORDINATING THE PROGRAM WITH OTHERS:

The staff has worked closely with the public schools in the Library's service area. Librarians have visited with teachers and principals, and school personnel in turn have visited the Library. They share computer programs, and school media specialists encourage students to use the Homework Library.

Although the primary emphasis is on school children, the library also offers pre-school story times for local day care centers from 10 a.m. to 2 p.m. on Tuesdays, open hours and special programs for senior citizens from 10 a.m. to 2 p.m. on Thursdays, and family movies from 10 a.m. to 12 noon on the first Saturday of each month.

STAFFING AND COSTS:

The Homework Library is staffed by one librarian/teacher, three college students, and two community tutors. In the start-up year of 1982, the program budget totaled $37,848, which included the cost of renovation.

A TURNAROUND IN LIBRARY USE:

Statistics maintained by the staff show a dramatic increase in use of the facility since the new program was initiated. Circulation increased by 444 percent, and applications for library cards went up by 135 percent. The number of readers' services, which includes individual help, increased by 426 percent, and program attendance by 1,029 percent.

CONTACT: Alison White
DeKalb Public Library
3560 Kensington Road
Decatur, GA 30032-1398

TELEPHONE: (404) 294-6641

ESSENTIAL PROGRAM ELEMENTS:

- Facility and collection tailored to helping students with their schoolwork
- Librarian/tutors provide individual homework help

DISSEMINATION SERVICES:

- Program documentation
- Newspaper and magazine articles
- Visits and consulting by arrangement

FUNDING SOURCES:

- Library Services and Construction Act
- Local Funds

SECTION V
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BRAILLE COMPUTER CENTER
BOULDER PUBLIC LIBRARY
BOULDER, COLORADO

"New technology lets public library offer any document in Braille, lets blind users produce their own documents in Braille or print"

For blind and visually impaired individuals, the everyday reading tasks that most people take for granted can become endless small obstacles to independence. Frequently used items like bus schedules, company policies, church hymns, and cookbooks must be translated into Braille before blind users can read them for themselves. Normally production of Braille is a slow process. A sighted person reads the document and uses a machine to emboss the Braille translation onto the page at a rate of about 50 characters per minute. If a mistake is made any place on the page, the whole thing has to be done over again. Now, by combining computers with a new high-speed Braille embosser, the process can be completed in less than one-tenth of the time. At the Boulder Public Library, a special program has made this technology accessible to blind individuals in the community, as well as to schools and organizations that serve them.

A COMBINATION OF NEW TECHNOLOGIES:

At the heart of the program is a special configuration of computers and software, and a revolutionary new machine that works with them, the Thiel (pronounced "teal") Braille Embosser. The Center uses an Apple and an IBM-PC, both with special software. The system works like a word processor, allowing users to edit their work before printing. A blind user types in a document on the computer. The text is then read back to him by the computer's voice synthesizer, so that he can edit the manuscript himself. Another program translates it into Braille. It can be printed in Braille, and also in standard copies for sighted readers.

When someone requests a Brailled version of a document, special Braille-production software transforms the computer into a Perkins Brailler by making all but six keys on the keyboard inoperable. Because the text can be edited before it is printed, a page never has to be discarded because of a mistake. Once a document is ready to print, the Thiel embosser produces Braille copy in a fraction of the time required by other devices. The Boulder Library is the first public agency in the western United States to own a Thiel embosser, and is the only institution in the nation offering the public access to such equipment.

AN EVOLVING PROGRAM OF SERVICES:

When the Center first opened at the beginning of 1985, one of its major purposes was to be a Braille production output center, providing Braille copies from disk files created on site or sent in by other agencies. Large-volume productions, such as entire books, are done in cooperation with the Red Cross, which oversees volunteer braillists in Colorado. When a request is received, they first check that the book is not already available in Braille, obtain the necessary permissions from the publisher, and assign a volunteer to the project. The Center prints the books and returns them to the Red Cross for binding.

In addition to increasing the output of Braille documents, another goal of the Center was to provide access to the equipment for blind users. The Center is available during library hours, from 9 a.m. to 9 p.m. Monday through Thursday, from 9 a.m. to 6 p.m. Friday and Saturday, and from noon to 6 p.m. Sunday. As the program got underway, however, it became clear that training was needed to help the many patrons who wanted to use the new technology. The staff trained a group of volunteers to work individually with anyone desiring to use the equipment.

WORKING WITH ORGANIZATIONS AND INDIVIDUALS:

When the program was first established, an advisory committee was set up composed of experts from local agencies for the disabled, such as the Red Cross, the university's Office of Services to Disabled Students, Colorado State Library for the Blind, Boulder Valley School District, Colorado Instructional Materials Center, the Boulder Center for People with Disabilities, and the local chapter of the National Federation for the Blind. In the first year of the program, the advisory committee met monthly or bimonthly to help determine how to organize and administer the Center.

Along with the high-volume production the Center has undertaken in cooperation with area agencies, the service to individuals has also grown. According to the director, "One of the most gratifying to me is the production of Braille materials for the blind Braille reader on the job .... Examples are a Braille telephone directory of a company's departments and employees for a young blind man hired to work at the telephone switchboard. Another example, a manual for a talking calculator was Brailled for a young woman in graduate school .... A young woman needed the Amway catalog Brailled so she could operate a business from her home."

STAFFING AND COSTS:

The Center is a part of the regular library program, and has no full-time staff. The director and assistant each spend approximately 10 hours a week; clerical staff about five hours, and volunteers 4-20 hours, depending on the work load. The computer technician spends about two hours weekly, and library director one to two hours in public relations and overall management, and the volunteer coordinator three to five hours recruiting and training volunteers. The total estimated personnel cost is $17,086 a year. Equipment costs include $16,000 for the Thiel Embosser, $1,600 for the Apple IIe, and $2,500 for the IBM-PC. Paper costs are passed on to users.

MEETING A NEED IN THE REGION:

Judging by use statistics, the Center has been successful in meeting its goals to provide advanced Braille technology for public use, to publicize its availability, and to train volunteers to assist patrons. During 1985, the Center embossed 19,108 pages of Braille for users throughout the State, and 324 visits were made to the Center by persons needing Braille materials. Sixteen volunteers were trained to help users with the system.

CONTACT: Priscilla Simmons
Project Director
Braille Computer Center
Boulder Public Library
P.O. Drawer H
Boulder, CO 80306

TELEPHONE: (303) 441-3098

ESSENTIAL PROGRAM ELEMENTS:

- Microcomputers and special Braille translation software
- Thiel Braille Embosser
- Volunteers help patrons use the equipment themselves in a public library setting

DISSEMINATION SERVICES:

- Program documentation
- Newspaper and journal articles
- Visits and consulting by arrangement

FUNDING SOURCES:

- Library Services and Construction Act
- Local funds

LIBRARY SERVICE FOR THE HEARING-IMPAIRED
NASHVILLE, TENNESSEE

"A Statewide library program serving the needs of the deaf and hearing impaired"

Although few people are aware of the fact, hearing impairment is the most prevalent chronic physical disability in the United States. In the State of Tennessee, 309,000 people, or about seven percent of the population, are hearing-impaired. Of these, 41,000 are profoundly deaf, and at least 9,000 use sign language as their primary language. Clearly, deaf people have difficulties with the world of communication that is taken for granted by the hearing majority. Education suffers -- the average reading level of deaf adults is about grade five. One result is that they are traditionally non-users of the library.

At the Public Library of Nashville and Davidson County, staff members belive that the benefits libraries can offer hearing-impaired people are innumerable. In 1978 they began a special project funded by the state using L.S.C.A. funds called "Library Services for the Hearing-Impaired" (LSHI). In 1983, the Tennessee State Library and Archives expanded it into a statewide program which is still administered through the Public Library of Nashville and Davidson County. Its goals are:

- to improve statewide library access for hearing-impaired people;
- to provide access to news and current events for hearing-impaired people;
- to serve as an information and materials resource center about hearing impairment and advocate for hearing-impaired people; and
- to work cooperatively with other agencies and organizations of and for the hearing-impaired.

IMPROVING LIBRARY ACCESS:

The program works with libraries throughout the State in serving hearing-impaired patrons. Its collection on the subject is the most extensive in the Southeast and includes books, films, videotapes, and resource materials.

Through an interlibrary loan service, anyone in the State can borrow these materials from LHSI. Special inservice training programs and workshops are conducted for other libraries on the use of Telecommunication Devices for the Deaf (TDD's), interpreter services, and displays; and on how to work with hearing-impaired patrons.

SPECIAL SERVICES FOR THE HEARING-IMPAIRED:

LHSI's direct services are available to hearing-impaired patrons in the Nashville area and, in some cases, across the State. The TDD Newscenter provides news, weather, and current information that hearing-impaired persons, who depend on written media, may otherwise not receive until it is outdated. Newscenter services in the Nashville area include the TDD News; Nashville Scene, which airs local announcements such as club meetings or captioned film showings; and the Special Feature, where topics include health care, home safety, government rulings, and other programs of interest. The Newscenter also provides a statewide toll-free information center with news of workshops, meetings, conventions, and legislation affecting the hearing-impaired. All of the Newscenter's programs are available 24 hours a day, seven days a week.

A statewide information and referral service operates on a toll-free line Monday through Friday. Hearing-impaired people may call the service via TDD and ask a reference question on any topic, or inquire whether a particular book, film, or resource material is available in the library system. In addition, hearing patrons may call for information about hearing impairment or to find out what services are available in their community. In response to many inquiries about TDD's, the library has collected materials from manufacturers into an information packet on Telecommunications Devices for the Deaf (TDDs), including teleprinters and acoustic couplers and on signaling devices, such as alarm clocks, doorbells, and baby cry lights. These packets are available free.

Television Telecaption Decoders and telephone TDDs are available for loan to the public from the Memphis, Nashville, Knoxville, Chattanooga and Johnson City Public Libraries, as well as from LSHI's office. To accommodate people living in rural areas, LSHI ships these devices to people via UPS. There is no charge to borrow these devices; however, some of the libraries require a refundable deposit.

PROMOTING AWARENESS AND COOPERATION:

The library has collected and developed public awareness literature on the subject of hearing impairment, which it disseminates throughout the State. It has also produced public service announcements for both radio and television, and information and display materials for Deaf Awareness Week. Sign language classes are offered in branch libraries.

To improve cooperation with other agencies and organizations serving the hearing-impaired, the library interacts and cooperates with over 20 such groups. Staff members contribute articles and information to their publications and participate in their conferences. In cooperation with several groups, they have helped to develop two directories of services available in the State. They have also produced media materials for the Interpreter Trainee Assessment Process (ITAP), a State evaluation which is a prerequisite to certification as an interpreter for the deaf. Working with South Central Bell, they were instrumental in the production of the first statewide TDD Directory.

STAFFING AND COSTS:

The program has four full-time staff members, including the director, one engineer, a TDD programmer, and a clerical assistant. The budget for 1985-86 was approximately $100,000, of which $84,500 was for salaries.

RESULTS OF THE PROGRAM:

Use figures indicate that the program addresses a major need: between January 1983 and May 1986, it handled over 14,000 calls on the statewide news service and 1,321 information and referral service calls. In the same period, 11,512 pieces of literature were distributed; 1,778 books were borrowed from the special collection, and over 4,500 people viewed LSHI videos and films. Both hearing and hearing-impaired patrons have expressed appreciation of the service.

CONTACT: Ms. Sandy Cohen
Head, Library Services for the Hearing-Impaired
700 Second Avenue, South
Room 211
Nashville, TN 37210

TELEPHONE: (615) 259-5410

ESSENTIAL PROGRAM ELEMENTS:

- Programs to help other libraries better serve hearing-impaired patrons
- TDD-accessible news service and information and referral
- Activities to promote public awareness

DISSEMINATION SERVICES:

- Program materials, reference information
- Visits and consulting by arrangement

FUNDING SOURCES:

- Library Services and Contribution Act funds
- State funds
- Local funds

SPECIAL NEEDS CENTER
PHOENIX PUBLIC LIBRARY
PHOENIX, ARIZONA

"A center providing service for disabled and handicapped patrons"

Many libraries offer some services to the handicapped, but they are often inaccessible and underutilized. Phoenix Public Library made a commitment to serve that population by offering centralized services not available elsewhere, with exciting results.

Technological advances offer the potential of new worlds to the handicapped which others take for granted. Some disabled have their own equipment, but few know the scope of technological applications available to them. Fewer can afford them. Those who are not enrolled in a special school or institution also have inadequate access to training to enable them to use such equipment and to specialized collections which they need both personally and professionally.

SPECIAL NEEDS CENTER:

The Special Needs Center was created in 1983. Previously separate services for the disabled were brought together in a 1,500 square-foot space in the central library lobby, which is accessible to those in wheelchairs. The Center uses technology to open new worlds to the disabled, but it is more than a collection of technological innovations. By bringing services to a single, easily accessible Center, and providing adequate training and support for users, the staff have helped clients create support networks and learn from each other. Some patrons have gained a new sense of independence. It has enabled others to pursue new careers. Says one blind user, "The thing I most enjoy doing though is writing letters to my sighted friends."

Resources within the Center include Large Type and Braille collections, as well as videotapes on parenting, toy use, sign language and new technology for the handicapped. There is a decoder unit for viewing closed-captioned video and television, as well as a TDD (Telephone Device for the Deaf). The Center also houses books, magazines, newspapers, local and national newsletters and audio tapes for the disabled and for professionals in the field.

SERVICE PROGRAMS:

Three service programs are operated by the Center. Staff provide training on, and access to, special computers for the blind and visually handicapped through the *Electronic Communications Training Program*. It consists of instruction on the use of a Kurzweil Reading Machine, a VersaBraille, an Apple IIe computer with Echo synthetic speech and the Cranmer Modified Perkins Brailler. The Kurzweil electronically reads print to a blind person; the VersaBraille will enable a person to write or read in paperless braille; the Apple IIe has synthetic speech which is used along with a unique word processing program to allow blind users to print on an inkprint or braille on the Cranmer. The equipment for the program is housed in the Center's "Computer Workplace for People with Disabilities."

Those who are certified deaf or hearing impaired may borrow videocassette recorder/decoder units and closed-captioned videocassettes from the *Closed-Captioned Video Service* for the deaf.

The *Toybrary* is a collection of 190 toys which are lent to parents of handicapped children or professionals who work with them. The toys are selected to assist in the growth and development of children with the full range of handicapping conditions, including blindness, deafness, and developmental disabilities.

STAFFING AND COST:

The $150,000 capital costs of the Center were covered through grants from Health Education and Welfare, Community Development Block Grants and the Library Services and Construction Act. Supplies, space and maintenance are part of the library operating budget, while the Center has an annual book budget of nearly $15,000. The Center is staffed by one full-time librarian, one full-time library assistant, one part-time library technical assistant and one part-time clerk.

Each of the Center services could be replicated separately, depending upon the needs of the local community.

> *"I have been a regular user of the Phoenix Public Library's Special Needs Center since late 1983. As a visually-impaired professional in the proofreading and transcription of Braille materials from the Library of Congress, I have found the Special Needs Center instrumental in enabling me to conduct my work more efficiently and independently.*
>
> *The availability of computers equipped with voice synthesis, custom-designed computer software which enables Braille and large print output and inkprint and Braille printers at the Center has made it possible to do many professional reports necessary in my work with ease and accuracy. The Center's Kurzweil Reading Machine which converts the printed word to speech has served to open the world of printed materials to me—a world so vital and taken so much for granted by the sighted community. Through the use of this technology I am a more well-informed citizen of this community and this nation. The Center's many resources, including newsletters on computer technology for the disabled as well as a wide variety of periodicals and books about rehabilitative and technological developments in the world of the disabled, have lead to a greater appreciation of my own capabilities as a person who happens to be blind and the capabilities of those with other disabilities.*
>
> *Finally, the Special Needs Center adds a human element. Through its facilities, I have had occasion to meet other people, both professionals and non-professionals who are physically or visually disabled. Through their examples, as fellow users of the Center, they have given me the opportunity to learn new ideas as to the use of the equipment and apply them in my own work. Further, the help given me by the well-informed and courteous staff of the Center has made my entry into the world of electronic technology for the blind and physically handicapped much easier and more pleasurable."*

CONTACT: Mary Roatch
Special Needs Center
Supervisor
Phoenix Public Library
12 East McDowell Road
Phoenix, AZ 85004

TELEPHONE: (602) 261-8695

ESSENTIAL PROGRAM ELEMENTS:

- Electronic communications training program for the blind and visually impaired
- Closed-captioned video service for the deaf
- A toy lending service to promote growth and development in handicapped children
- Print, Braille, large type, video and audio collections for the disabled

DISSEMINATION SERVICES:

- Tours of the Center
- Brochures and descriptive materials
- Limited consulting to other libraries of all types

DEVELOPMENTAL FUNDING:

- Health Education and Welfare
- Community Development Block Grant
- Library Services and Construction Act

SPECIAL TIMES FOR SPECIAL PEOPLE
PIKE-AMITE-WALTHALL LIBRARY SYSTEM
MCCOMB, MISSISSIPPI

"An enrichment program for mentally and physically handicapped adults"

Special Times for Special People began in 1984 when library staff realized that the handicapped in the community needed regular activities in which to become involved. A mother brought a 22 year old girl to the library as a substitute for sending her to school, and as one of the staff talked with the mother, she realized that there was a real need for some institution to offer programming for others like the mother's daughter. From this event evolved *Special Times for Special People*, the goals of which are to provide enriching library-based experiences for adult mentally and physically handicapped non-users, to promote a positive attitude towards the group amongst the larger community, and to provide support for the parents of the participants.

THE PROGRAM:

Eight to twelve handicapped meet weekly for a program organized by library staff. Programs have included puppet shows, crafts, filmstrips and live shows by musicians and other performers. The need is so apparent and alternatives so limited that this is the only regularly scheduled series of meetings the library offers year round without any breaks.

Each month the group takes a short excursion into the community organized by the library or a community group makes a presentation to them. Excursions have included visits to a firehouse, florist, a nearby state park and the county fair. Special Friends, as they have called themselves, also prepare a monthly bulletin board as a way of re-paying the library back for the opportunity to meet together. Since the program began, the library has sponsored 50 weekly meetings, 16 community visits, and has brought four community groups in to make presentations.

PUBLIC RELATIONS AND COMMUNITY PARTICIPATION:

The director of this free program advertised the weekly meetings on radio and the newspaper, and the response was immediate. Parents became involved from the beginning, and thereby created their own support group. Since then, other community organizations have become involved, and *Special Times for Special People* has brought the library much positive publicity. The local Junior Auxiliary, for instance, has volunteered time to assist with programming, and a local community church has provided their family life center for an exercise class following each weekly meeting. In turn, a handbell choir of Special Friends who call themselves Joy Bells perform for local associations.

STAFFING AND COSTS:

Two volunteers assist a library staff member with the program each week. These volunteers contributed over 120 hours each during the past year. Annual staff cost for the program was approximately $700.00, and the materials cost during that time perhaps $175. Parents and community groups have provided some financial support, and groups presenting programs have donated their time.

RESULTS OF SPECIAL TIME:

Community support has been strong from the beginning and continues to grow. The number of participants has increased from six to 12, and the families have developed a more structured support group.

CONTACT: Toni James/Mattie Rials
Director/Special Projects Coordinator
Pike-Amite-Walthall Library System
114 State Street
McComb, Mississippi 39648

TELEPHONE: (601) 684-7034

ESSENTIAL PROGRAM ELEMENTS:

- o Weekly program for adult handicapped
- o Field trips
- o Guest speakers and programs
- o Monthly bulletin board

DISSEMINATION SERVICES:

- o Documentation and photographs
- o Consultation by arrangement

FUNDING SOURCES:

- o Local funds

TALKING BOOK CENTER
SARA HIGHTOWER REGIONAL LIBRARY
ROME, GEORGIA

"Local and regional newspapers on cassettes for the visually handicapped"

Sara Hightower Regional Library serves an 11 county population in Northwest Georgia. Over 5,000 of the population of nearly 40,000 are physically handicapped, and while there are radio reading services in parts of Georgia, this location has none. In 1975, the library staff decided to extend services to this population by creating a Talking Book Center, which provides free braille and recorded materials to the blind and others whose handicaps severely restrict their mobility. It does so using cassettes, which is a low cost method of communicating timely information to a segment of the population who would otherwise miss it.

The library makes available on cassettes the contents of fourteen local newspapers. Copies are circulated by mail every week to 110 patrons who are handicapped and wish to receive their news on cassette. The service is also extended on a temporary basis to those recovering from eye injuries or surgery.

VOLUNTEERS READ FOR OTHERS:

The cassettes are prepared by volunteers who are selected on the basis of their pleasant reading voices. A set of guidelines for recording newspapers was developed for the volunteers who record the cassettes and includes:

- Read at a leisurely pace
- Clearly pronounce the material
- Begin with the name and date of the newspaper
- Read major news items first -- national, state, and local with the emphasis on local items
- Select human interest stories, local social items, church news and obituaries

OTHER PROGRAM SERVICES:

To improve services the staff of the Sara Hightower Library studied sign language in order to communicate better with the deaf community. They prepare a monthly newsletter (*Sharing*) which features poems, articles, book reviews and jokes. *Sharing* is published in both Braille and large print. They also produce twin vision books, (in both cassettes and print). These include many preschool level materials for blind parents who wish to read to their sighted children. Braille labels on all books allow readers to come to the center and browse among the books just as regular users do. In addition, a teletypewriter unit loaned to the center by Floyd Junior College is used to provide telephone reference service for students and teachers at the Georgia School for the Deaf.

STAFFING AND COSTS:

The program is funded by the state and includes a $72,000 budget. An LSCA grant of $4,000 is used for recorder maintenance. The Talking Book Center employs one full-time professional, two paraprofessionals (one visually handicapped) and three part-time staff.

PROGRAM IMPACT:

The Sara Hightower Talking Book Center was chosen as the outstanding center in the State in 1978 and 1979; the only center to be selected for this honor more than once. The Talking Book Center has steadily increased the scope of service of the Sara Hightower Library.

CONTACT: Ms. Sue Frazier
Librarian, Talking Book Center
Sara Hightower Regional Library
606 Broad Street
Rome, GA 30161

TELEPHONE: (404) 295-6167

ESSENTIAL PROGRAM ELEMENTS:

- Provides access to newspapers for visually handicapped users
- Cassettes mailed to patrons
- 14 newspapers available

DISSEMINATION SERVICES:

- Program narrative

FUNDING SOURCES:

- Library Services and Construction Act
- State funds

WPLN TALKING LIBRARY
PUBLIC LIBRARY OF NASHVILLE AND DAVIDSON COUNTY
NASHVILLE, TENNESSEE

"Library-operated radio station brings current reading matter into the homes of blind patrons"

Like the majority of citizens, handicapped individuals have a continuing need for the current information available in newspapers, magazines, and books. For many of them, the need is magnified because their handicap, along with age or other factors, leaves them relatively isolated from the community. The Public Library of Nashville and Davidson County meets this need through the WPLN Talking Library.

HOW THE PROGRAM WORKS:

The library operates Public Radio station WPLN, authorized by the Federal Communications Commission. WPLN is an FM station broadcasting with 100,000 watts of power to Nashville and the Middle Tennessee area. Every FM station has the capacity to operate at least two sub-carrier channels in addition to its main broadcast channel. The WPLN Talking Library is broadcast on a sub-carrier of 67 kilohertz and can be received only by using a single-frequency fixed-tuned receiver. The receivers are issued free by the library.

Anyone who is unable to read conventional printed material because of visual or physical limitations is eligible for the service. People who are interested may file an application for themselves or for an individual whom they wish to recommend for the service. The application may be signed by a medical doctor, social worker, optometrist, librarian, or other specified professional. Each applicant is certified by the Tennessee Library for the Blind and Physically Handicapped using standards established by the Library of Congress. In 1984-85 there were 1,393 receivers in use in a 39-county area surrounding Nashville.

TALKING LIBRARY PROGRAMMING:

When the program began in 1975, a total of 2,539 hours of programming was broadcast; by 1984-85, this had grown to 6,380 hours. The station is on the air from 5 a.m. to midnight.

In order to find out what kind of content listeners want most, the library has conducted telephone surveys. The largest portion of broadcast time is devoted to newspaper reading; this makes up 37 percent of the total, with magazines at 18 percent and books at two percent. Some of the newspaper broadcasts, such as the Wall Street Journal and the New York Times, are produced in New York and broadcast through satellite facilities of National Public Radio. Others, such as Nashville daily papers and the Christian

Science Monitor, are produced locally. In addition, various programs of special interest are offered, among them the locally produced "The Part-time Gardener" and "The Sound of It," a poetry program. Another popular service is the reading of advertisements from newspapers and magazines.

VOLUNTEERS HELP IT HAPPEN:

The majority of all locally produced reading programs are prepared by volunteers. In 1984-85, there were 193 volunteers participating in the service, with 79 new readers. A total of 8,039 volunteer hours were amassed. In addition to volunteer readers, the program also gets help from the PIRATES (People Involved in Rehabilitating the Handicapped Academically, Technically, Educationally, and Socially), a group of Braille volunteers from the Tennessee State Prison for men. They produce the Brailled schedule of radio broadcasts, as well as books on demand. This service is rendered in cooperation with the State Library for the Blind and Physically Handicapped.

STAFFING AND COSTS:

The program has a staff of six full-time and one part-time employee, in addition to the numerous volunteers. Total salaries for administrative, programming, and production personnel equalled $136,685 in 1984-85. Total cost was $251,408.

MEETING NEEDS EFFECTIVELY:

The survey conducted in 1984-85 asked a random sample of three percent of WPLN listeners about the program and its usefulness to them. Ninety-four percent reported daily use of their receivers, and 61 percent felt that the service meets many of the needs imposed by their handicap. The program receives approximately 250 requests for service each year, and its audience has grown from the initial 187 users to the current 1,393 over a 10-year period. Results also indicated a high correlation between the time devoted to various types of programming and user preferences.

CONTACT: Jim Stanford
Assistant General Manager
WPLN Talking Library
700 Second Avenue South
Nashville, TN 37210

TELEPHONE: (615) 259-5081

ESSENTIAL PROGRAM ELEMENTS:

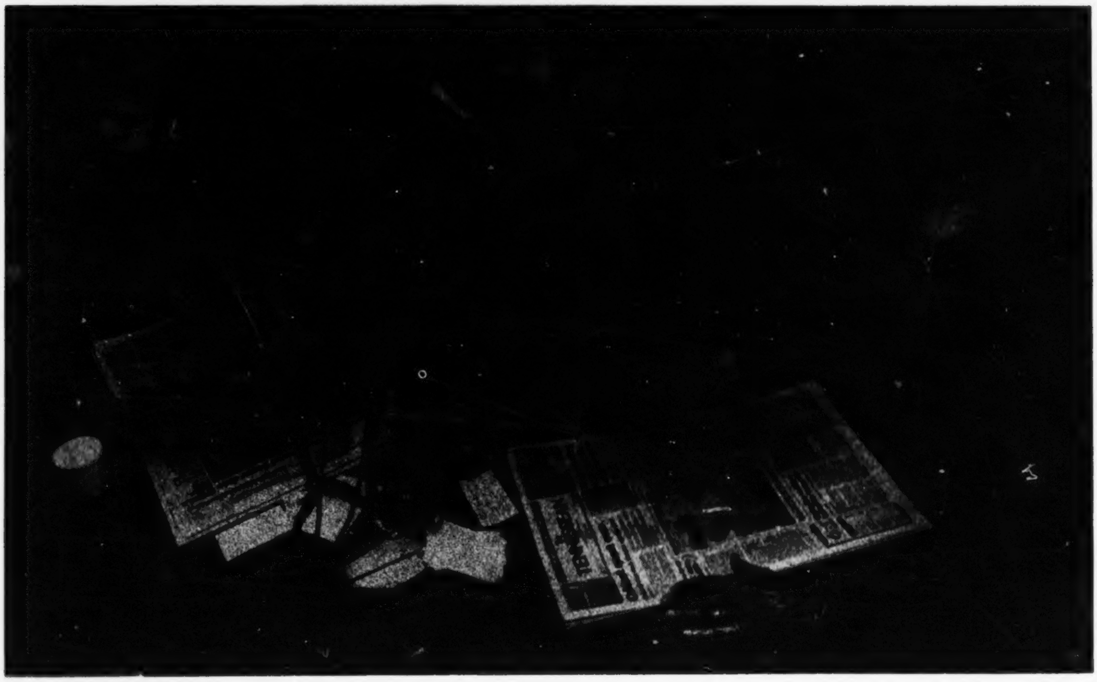
- Special receivers distributed free to eligible persons
- Broadcasting of current literature over a sub-channel
- Volunteer readers contribute to locally produced programming

DISSEMINATION SERVICES:

- Program documentation
- Broadcast calendars (available in print and in Braille)
- Visits and consulting by arrangement

FUNDING SOURCES:

- Library Services and Construction Act



CAREER AND JOB INFORMATION CENTERS
MILWAUKEE PUBLIC LIBRARY
MILWAUKEE, WISCONSIN

"Library branches in two depressed areas house a program providing help for job seekers"

The Career and Job Information Centers of the Milwaukee Public Library are a good example of the job-help programs undertaken by libraries in recent years. The Centers provide a comprehensive range of materials, services, and programs which have four major goals:

- Improve citizen access to job and career information;
- Provide information and referral services and networking opportunities for job seekers;
- Provide equipment and materials to help individuals with the employment-finding process; and
- Increase library cooperation with other community agencies serving the unemployed and those seeking a new job.

SERVING A SPECIAL POPULATION:

Staff members at the Milwaukee Library saw the need for such a program in their area, which has been particularly hard hit by the decline in industrial production. Recently employment in manufacturing went down 29.3 percent in Milwaukee while the nationwide decline was 14.6 percent. These changes, in turn, affect other areas of employment in the region, and the program is aimed at helping a wide range of people who have employment problems -- the unemployed, students and others making career decisions; people who are changing careers; people, such as homemakers, who want to re-enter the job market; and individuals who need to relocate for employment.

MAJOR THEMES OF THE PROGRAM:

The service provides answers to practical questions like "How do you find out about job openings? How do you approach a company that isn't advertising job openings? How do you prepare a resume? How do you present yourself for a job interview?" Materials, services, and special programs are focused on five general topics. One is **job-hunting strategies**; which includes such subjects as resume writing, interviewing techniques, and how to fill out a job application. Another is **career decision-making**. Books, pamphlets, and other media provide information on various careers, and there are also materials for assessing interests and skills. **Educational opportunities** includes resources on all types of educational programs, especially those leading to career preparation. A fourth topic is **retraining and career changing**, with resources to help people prepare themselves for re-entry into the job market. Lastly, to help with **relocation for employment**, the collection includes want ads from out-of-town newspapers, items about moving, and maps and guidebooks to other cities and states.

WHAT'S HAPPENING AT THE CENTERS:

Each center is housed in a special area of the branch library. There patrons can find books, pamphlets, newspapers, and other printed materials. There they can also make use of self-correcting electric typewriters for such job-related tasks as correspondence, resume writing, or filling out applications. Also available are videotapes such as "Kirby Stanat on Jobs," which gives practical advice to job seekers. The video series may be viewed at the library or checked out for home viewing. There is also a collection of audiocassettes available for check-out, including such titles as "Getting a Good Job," "The Power of Goal Setting," and "Think and Grow Rich."

Patrons are free to browse through the materials for themselves, but librarians are available to assist in finding information. Recognizing that help and encouragement from other people can be one of the most valuable resources for someone looking for work, the Centers have sponsored special programs. One, *Job Focus*, was a seven-part series of workshops on subjects such as *Civil Service Jobs and How to Get Them*, *Resume Writing*, *Finding the Hidden Job Market*, and *Managing the Stress of Unemployment and Resources for Coping.* These sessions were presented by a variety of local experts. Another project was the initiation of support groups for job seekers. These groups met at the libraries, and were organized in cooperation with the Milwaukee Area Technical College Family Living Education Program.

COOPERATION AND PUBLICITY:

The Centers cooperate with a number of other agencies, including the Business Information Services of the Milwaukee Public Library, the Wisconsin Job Service, the City of Milwaukee Personnel Department's Training Unit, and private industries such as Caterpillar Tractor, and Careers, Inc. To make the public aware of the service, the library uses ads, posters, pamphlets, bookmarks, newsletters, radio and TV appearances, and newspaper articles, as well as referrals by other agencies.

STAFFING AND COSTS:

The program had one half-time director for the start-up year, and is staffed by regular library personnel at the two branches. They spend approximately 60 hours per year in program planning and execution, and 10 to 30 hours conducting group orientations. Each week they spend four to six hours orientating individuals to the collections and providing reference assistance.

The program's budget in the start-up year was $37,194, which covered the director's salary and expanded materials collection. Continuing annual costs have been approximately $1,200 per Center for periodical subscriptions, and $1,500 per Center for new and replacement materials.

HOW IS THE PROGRAM DOING?:

To assess how well the Centers are meeting patrons' needs and to help in program planning and collection development, questionnaires are available in the Centers for people to take and fill in. Responses have been very positive, although the sampling is not scientific. In its first 14 months, the program sponsored 31 programs on job-search topics, with a total attendance of 656. The typewriters in the two Centers are in use 54 percent and 73 percent of the available time. Random checks of circulating materials have shown a good turnover rate for general books on job-search strategies and career planning, and very high circulation in the expanded collection of resume preparation materials and test study guides.

CONTACT: Ms. Lynn Bellehumeur
Head of Extension Services
Milwaukee Public Library
814 W. Wisconsin Avenue
Milwaukee, WI 53233

TELEPHONE: (414) 278-3070

ESSENTIAL PROGRAM ELEMENTS:

- Special collection related to job-seeking and career choices
- Programs to provide information and support for patrons

DISSEMINATION SERVICES:

- Program documentation
- Publicity materials
- Visits and consulting by arrangement

FUNDING SOURCES:

- Library Services and Construction Act
- Local funds

LIBRARIES ARE SURVIVAL/EMPLOYMENT RESOURCE CENTERS
CALIFORNIA YOUTH AUTHORITY
SACRAMENTO, CALIFORNIA

"Youthful offenders learn to use library services in their communities"

The California Youth Authority (CYA) houses young convicted offenders in a network of facilities located around the state. During the average term of 15 months that each offender serves as a ward of the state at CYA, a special library program provides training in library skills and a bridge to libraries back in the home community. A major emphasis is on the ways that libraries can help with employment.

SERVING THE NEEDS OF YOUTHFUL OFFENDERS:

CYA wards face many barriers to employment. Their average age is 18.7 years, but many have dropped out of schools and the average reading level is seventh grade. Seventy-one percent are members of minority groups, and many have limited English-speaking ability. To help wards overcome these barriers and avoid further criminal activities, the CYA conducts educational programs in each of its eight institutions, two reception center-clinics, and six youth conservation camps. These programs include libraries staffed by full-time librarians.

When they enter CYA, wards are generally unfamiliar with libraries; a survey revealed that 32 percent had never used a library before. They are unfamiliar with borrowing materials, requesting information, using reference materials, participating in library-centered media programs, and reading as a leisure-time activity.

Through a series of projects funded under the Library Services and Construction Act (LSCA), the CYA staff developed educational programs to introduce wards to the use of CYA libraries, which serve as public, school, and law libraries for them. Many have borrowed books for the first time, have increased their reading skills, learned to find information, and discovered the pleasures of recreational reading.

TRANSITION TO THE COMMUNITY:

The Libraries Are Survival/Employment Resource Centers project began in 1984 as an effort to extend library services for wards from the CYA to the home community. Project staff wanted wards to become aware that public libraries in their communities could offer the same resources and services as the CYA libraries, and that the skills they had developed for finding information and materials in CYA libraries could work for them in public libraries too. In particular, the project emphasized the resources that libraries could provide for finding employment and improving job skills.

The project's supervising librarian, assisted by ward aides, developed a "library orientation package" to be used by all of the nearly 6,000 CYA wards. The package contains both print and media instructional materials, and practical activities that give students experience in using library skills in real-life situations. To encourage the transition to community library use, activities include having students prepare brief reviews of library items they have found worthwhile (e.g., "I liked this book because ...), and correspond with someone at home about the item. The student uses the CYA library to find the location of his or her home neighborhood library, and asks the correspondent to visit that library, check out and read the same item, and let the student know what he or she thought of it.

Another development was a prototype for a printout of community resources in a ward's home area. Using this format, librarians in each CYA unit can provide a customized printout for wards prior to their return home. The printout lists local public libraries and other community resources for use in "building a future."

A SPECIALIZED COLLECTION:

The project staff also conducted an extensive review of available resources on employment and survival skills. They developed an annotated master list of these materials, together with ordering information, which was distributed to all CYA libraries. This enables them to maintain a current survival and employability collection at each institution and camp.

CYA libraries have Apple IIe computers, which the program uses to help teach library skills. Special emphasis is placed on employment-related activities. Using EUREKA software, each ward learns to create a personalized, localized career profile.

MAINTAINING COMMUNITY CONTACTS:

The project staff has worked to build awareness of the program among those who work with wards after their release. They have delivered information programs to community librarians, probation officers and parole agents, and to members of civic and professional groups upon request. They have concentrated especially on developing a close working relationship with the Los Angeles County Public Library, as almost 50 percent of CYA wards come from and return to Los Angeles County.

STAFFING AND COST:

Project development was completed by the supervising librarian with the assistance of ward aides and a volunteer. Project staff then trained librarians at each facility to implement the project. The one-year development phase was budgeted at $96,400, including $28,000 for salaries, $65,400 for travel and operating expenses, and $3,000 for equipment. Since the end of the original grant, elements of the program have been supported by the state of California, which provides the library staff at each CYA facility and allocates funds for library materials at a base level of $25 per ward.

EVALUATION OF RESULTS:

A questionnaire was administered to over 1,000 of the program participants, covering topics such as library use, reactions to the program, and what kinds of content and materials they would like to see added. Respondents expressed positive attitudes toward the program, and felt that it should be more widely available. An interesting finding was that computers were the most frequently mentioned item -- a possible indication that program participants feel more confident about their information-retrieval and computer-use skills.

CONTACT: Bonnie Crell
Principal Librarian
Department of the Youth Authority
4241 Williamsbourgh, #227
Sacramento, CA 95823

TELEPHONE: (916) 427-4840

ESSENTIAL PROGRAM ELEMENTS:

- Library Orientation Package
- Core collection on employment and survival skills
- Computer printout of library and community resources for each ward's home area
- Computer printout of career profile for each ward

DISSEMINATION SERVICES:

- Project documentation
- Presentations and consulting by arrangement

FUNDING SOURCES:

- Library Services and Construction Act (project development)
- ECIA Chapter 2
- State funds (continuation of program elements)

ETHNIC RESOURCE CENTERS
LOS ANGELES COUNTY PUBLIC LIBRARY
DOWNEY, CALIFORNIA

"Information Services for the Los Angeles Chicano, Afro-American, American Indian and Asian Communities"

Los Angeles has large and diverse ethnic populations, often not library users, who have special information needs. The Ethnic Resource Centers were created to serve these information needs and to reach out to the ethnic communities and make them aware of the services provided by the County Library. Another major objective of the centers is to assist researchers in their study of local cultures.

Four physically separate ethnic resource centers, each housed in an appropriate community library, serve the Afro-American, Asian/Pacific, American Indian and Chicano communities. The collections at each center consist of books, pamphlets, periodicals, microfilms, government publications, general information, reference files, and sound and visual recordings relating to the ethnic community for which they are a resource. Each center is open to the public and also serves as a reference and resource center for the 91 community libraries in the County Library system. A librarian from the ethnic group which the library serves is responsible for the development of collections and for providing reference services. These librarians also participate in cultural and outreach activities, and offer training workshops on providing library services to minority groups.

AMERICAN INDIAN RESOURCE CENTER:

This center serves the information needs of the large American Indian population. A core multi-media collection documenting all aspects of American Indian history and culture is being developed. Questions of a current nature are answered through the development of original sources such as bibliographies, information sharing, and referrals. The Center, located at the Huntington Park Library, maintains a collection of tribal newsletters and an extensive collection of Indian census rolls useful in research.

CHICANO RESOURCE CENTER:

The Chicano Resource Center, the first of the four ethnic centers, was established in 1976. It is located in the East Los Angeles Library. The center also contains a large multimedia collection containing slides, filmstrips, art prints, artifacts, and a cassette collection. It maintains information and referral files to answer questions that require the services and resources of other agencies concerned with the various needs of the Chicano community.

ASIAN PACIFIC RESOURCE CENTER:

This center emphasizes the social, historical, and cultural aspect of the peoples from Asian Pacific countries, especially China, Japan, Korea, the Philippines, and Vietnam. The center librarian has compiled dozens of lists of available books and information on the most asked-about topics, such as the Chinese New Year Celebration, East-West trade and Asian music.

AFRO-AMERICAN RESOURCE CENTER:

The Afro-American resource center at the Compton Library collects social, cultural, and historical information on Blacks in the United States, Africa and Africans, as well as Blacks in other countries. Emphasis is placed on acquiring material about Blacks in California. The Black Musical Artists section of the collection is housed at the A C Bilbrew Library.

COMMON ELEMENTS OF RESEARCH AND SERVICE:

The permanent collections developed at each center facilitate research and historical documentation about the groups, as well as meeting the everyday information needs of those interested in information about the ethnic groups. Each center collects material, including both printed and audio-visual resources. Examples include information pamphlets, biographical video tapes, special holiday materials and current issues resources.

The centers have developed and presented a wide variety of projects, including a Latino author and poet symposium, lectures and demonstrations on authentic Mexican costumes, a Chicano film festival and a photo exhibit on Central America. Activities coordinated by the Afro-American Resource Center include bibliographies for Black History Month. It also participates in the Library's annual "Living Black History Tribute" which has focused on such notable national and local Black figures as Coretta Scott King and Cab Calloway among others. There have been programs on American Indian perspectives and the Talking Leaf Program, as well as Center participation in pow-wows. The Asian Pacific Center has reached out to its community through programs such as the Asian Pacific Dance Festival and Heritage Week, Animals of China, a jade carving demonstration, and the Asian Pacific Cultural Festival.

STAFFING AND COSTS:

In the fiscal year 1985-86, the Los Angeles County Public Library spent a total of $116,040 for the materials budget for the four centers. Each center has a professional librarian and support staff.

EVALUATING THE IMPACT OF THE CENTERS:

The impact of these programs is evident in the participation by members of the ethnic and general communities at the specialized programs. Awareness and use of the four centers has increased, and there also has been an increase in the number of reference questions received and answered.

"Thank you very much for the 20 copies of the concise, bilingual pamphlet on Cinco de Mayo. They brief our students on the historical background and significance." (School Librarian)

"I would like to thank you for your work on the Black section of the ethnic and foreign language periodicals list revision project .... which will provide staff in all our libraries with the latest available information for .... collection development." (Adult Services Coordinator)

"On behalf of the American Indian Education Commission, I wish to extend to you our sincere thanks for your participation in the commission's open house. I have since received numerous favorable comments in regard to your fabulous display of books in reference to the American Indian." (Commission Director)

CONTACT: Margaret Wong
Chief of Public Services
Los Angeles County Public Library
7400 E. Imperial Highway
Downey, CA 90241

TELEPHONE: (213) 940-8409

ESSENTIAL PROGRAM ELEMENTS:

- Four separate ethnic centers
- Ethnic books and materials collections
- Information and referral sources
- Cultural Programs

DISSEMINATION SERVICES:

- Ethnic Collection Development
- Outreach Programming
- Training Workshops

FUNDING:

- State funds
- City funds

NORTH CAROLINA FOREIGN LANGUAGE CENTER
CUMBERLAND COUNTY PUBLIC LIBRARY AND INFORMATION CENTER
FAYETTEVILLE, NORTH CAROLINA

"An extensive foreign-language collection is housed in a center that serves the entire State"

The North Carolina Foreign Language Center (NCFLC) was established to serve the multilingual needs of all the State's residents, especially those whose primary language is not English. North Carolina has a sizeable population of foreign-born residents, but providing library services for them is complicated by the fact that they are scattered throughout the State and are highly mobile, rather than concentrated in large urban centers with relatively stable ethnic neighborhoods. For this reason, local libraries trying to meet foreign language needs by themselves would duplicate effort and collections, while being able to offer only minimal services in each language.

The 1970 census reported 78,000 foreign-born residents in the State's 100 counties; the highest percentage was in Cumberland County. Many were dependents of military personnel; some were migrant workers, and some were immigrants. The county library system had recognized the need, and already had a small foreign-language collection. State personnel saw the usefulness of this concept, and suggested increasing its scope. In 1976, the county received an LSCA grant to expand their collection and provide their service to the entire State.

SERVING 100 COUNTIES:

All types of libraries throughout the State may use the services of NCFLC. These include public libraries, academic and school libraries, military bases, private institutions such as church and hospital libraries, and special libraries. In addition, county residents can check out materials directly through any branch of the Cumberland County system. The Center's primary clientele consists of non-English speakers who are fluent in a foreign language, but also includes English-speakers who are maintaining foreign-language fluency. In addition, the collection is useful for people who are learning another language, including tourists, students, teachers, and business people.

The Center provides resources to other libraries through direct interlibrary loan and through rotating/deposit collections that are kept for an extended period by the borrowing library. When local libraries develop a need for a particular type of material, the rotating collection allows them to have a selection on hand in order to fill patron requests immediately, without going through the more time-consuming interlibrary loan procedures. This system has been popular for foreign-language books, particularly contemporary fiction.

A WIDE RANGE OF RESOURCES:

Materials provided by NCFLC include over 30,000 foreign-language books for both juvenile and adult readers, tapes, records, filmstrips, pamphlets, and over 55 periodicals. Using ALA size classifications, the Center has "large" collections in French, German, Japanese, and Spanish; "substantial" collections in Arabic, Chinese, Italian, Korean, Russian, and Vietnamese; "moderate" collections in Bengali, Czech, Danish, Dutch, Greek, Gujarati, Hebrew, Hindi, Hungarian, Marathi, Polish, Portuguese, Thai, Urdu, and Yiddish. There are also representative collections in many other languages. English-as-a-Second-Language (ESL) materials are also an important part of the collection, along with linguistics books and reference tools, such as foreign-language dictionaries and grammars. The multilingual collection of language learning tapes and records is one of the best nonprofit public library collections in the country, and requests for borrowing come from across the continental United States.

COLLECTION BUILDING AND COMMUNITY AWARENESS:

For the Center's primary target audience, non-English speakers and those who speak English as a second language, it is often difficult to determine what language resources are most needed, and equally difficult to bring these resources to the attention of the public to be served. In developing its collection, NCFLC considers the evidence of demand, the availability of supply, the state of the existing collection, and the availability of review sources and trained personnel. Each year the collection is expanded according to the priorities thus determined.

To promote awareness of its services, the Center publishes the monthly NCFLC Newsletter, which is sent to all public libraries, as well as all college and technical institution libraries, all school districts, and various other libraries, institutions, and individuals around the State. Each issue highlights a specific resource of the library and includes other features of interest. A microfiche copy of the NCFLC card catalog is distributed to all library systems in the State.

The Center maintains cooperative ties with other Federal, State, and local agencies, and with volunteer organizations that serve foreign-language groups. The staff are also active in the Foreign Language Association of North Carolina, the Tarheel Teachers of English as a Second Language Association, the North Carolina Student Exchange Program, the Fayetteville International Folk Festival, and the Cape Fear Citizen's Committee on Immigration.

STAFFING AND COSTS:

As of 1986, the Center was staffed by one full-time director, a foreign languages librarian, and three full-time clerical personnel. Total staff costs in 1985-86 were $67,582. Books and periodicals, materials, equipment, and supplies cost $54,690.

RESULTS OF THE SERVICE:

The Center's holdings and circulation have increased steadily since its founding. Yearly circulation currently averages around 50,000 items. Interlibrary loan requests are handled in one day. Both individual patrons and client libraries have expressed appreciation of the Center's unique service.

CONTACT: Mr. Lee Krieger
Coordinator
North Carolina Foreign Language Center
Cumberland County Public Library and Information Center
300 Maiden Lane
Fayetteville, NC 28301

TELEPHONE: (919) 483-5022

ESSENTIAL PROGRAM ELEMENTS:

- Extensive collection of foreign-language materials selected to meet needs of State populations
- Inter-library loan service for other libraries and institutions

DISSEMINATION SERVICES:

- Program documentation
- Visits and consulting by arrangement

FUNDING SOURCES:

- Library Services and Construction Act

SECTION VI
PROGRAMS FROM HIGHER EDUCATION

A. University Information Services to the Public

Consumer Health Information Resource Service, Omaha, Nebraska.. 265
Statewide program brings resources of university medical library to consumers through their public libraries

Oakland University Reference Hotline, Rochester, Michigan.... 269
University library provides reference hotline for a network of over 60 public libraries

B. Enhancing the Curriculum through the Library

Bibliographic Instruction, Earlham College, Richmond, Indiana.. 273
Bibliographic instruction teaches library patrons how to use the collections

See also:

Braille Computer Center, Boulder, Colorado.................. 223
New technology lets public library offer any document in Braille, lets blind users produce their own documents in Braille or print

Lin-Tel, Bureau of State Library, Pennsylvania............... 157
An electronic network serving Pennsylvania libraries

Sharing Our Resources, Hardwick, Vermont..................... 193
A cooperative program links school and public libraries in six small towns to increase services, cut costs

CONSUMER HEALTH INFORMATION RESOURCE SERVICE
MCGOOGAN LIBRARY OF MEDICINE
UNIVERSITY OF NEBRASKA MEDICAL CENTER
OMAHA, NEBRASKA

"Statewide program brings resources of university medical library to consumers through their public libraries"

The Consumer Health Information Resource Service (CHIRS) represents an innovative implementation of a concept that was pioneered by programs serving local areas in several other States. Consumer health information services provide information people need to make informed decisions about a healthy lifestyle and about medical care. The services supplement, not supplant, patient education by health-care providers. In some cases, these programs involve both public and university libraries. What is unusual about the program in Nebraska is that it serves the entire State, and the university medical library functions largely behind the scenes. The public library system is the delivery point for information and services, its staff members trained and its collections expanded under the university's guidance.

FILLING AN INFORMATION VOID:

Before the program began, Nebraska residents had only one health information service -- TEL-MED, a collection of taped health messages on general topics. The State did have the McGoogan Library of Medicine at the university medical center in Omaha, but its services were restricted to health professionals. The CHIRS program was established to meet the needs of the public.

The staff at McGoogan Library, instead of providing information services directly to consumers, concentrate on improving access at the local public library, the point most convenient for the information user. The program's objectives are

- o to work within the structure of the Nebraska Library system to improve the delivery of consumer health information;
- o to provide educational and consulting services to non-health science librarians which will enable them to deliver enhanced first-line services; and
- o to serve as a health information resource library for the State by providing services beyond the capacity of the local library.

PROGRAM DEVELOPMENT TIMETABLE:

During its first year, the program staff assembled an advisory committee, established a collection of general consumer health materials and prepared a bibliography of these materials to distribute throughout the State. They also developed and field-tested a series of workshops to train public librarians in providing consumer health information, and they designed procedures for the delivery of backup information services.

During the next two years, free training workshops were conducted for public librarians in six locations across the State. Entitled "Consumer Health Information and the Non-Health Science Librarian," these sessions covered the evaluation and selection of consumer health materials, the justification for and legal aspects of providing consumer health information to laymen, and medical reference techniques and tools.

HOW PATRONS USE THE PROGRAM:

When a Nebraska resident has a health-related question, he can go to his local public library. Questions usually fall into two main categories. One is requests for general information on topics such as exercise, diet, physical fitness, child care, and drug abuse. For such inquiries, local libraries provide many resources, with collections based on core lists developed by McGoogan Library staff.

The second type of request is for specific information on a condition, diagnosis, treatment, or outcome, which supplements information given by a health care provider. In some cases, these requests may exceed the resources of the local library, and they are referred to McGoogan Library for handling by trained medical reference librarians. An interlibrary loan system allows patrons to obtain additional consumer health materials from McGoogan Library through their local library.

INFORMING PEOPLE ABOUT THE PROGRAM:

In order to function successfully in a carefully delimited sphere, the program staff had to define and explain their services to three groups of people --librarians, consumers, and health professionals. Promotional and marketing activities were directed primarily at librarians, who were responsible for making patrons aware of the service. In addition, the program produced three brochures, one for librarians, one for consumers, and one for health professionals. The librarians' brochure gives guidelines for handling health information requests and describes methods for accessing information from McGoogan Library. The consumers' brochure lists types of information available through local libraries and describes additional CHIRS services. The brochure for health care professionals explains the limitations on librarians' services, how CHIRS complements patient education efforts, and how to make use of CHIRS resources.

STAFFING AND COSTS:

Four professional librarians at the McGoogan Library work on the project, for amounts ranging from 10 to 20 percent of their time. The budget for year one was $31,658, for year two approximately $23,500. When the third year is completed, financial responsibility will be taken over by the State.

AN EXTENSIVE EVALUATION PLAN:

Several measures have been used to evaluate the program. Pre- and post-tests were administered to attendees at the medical reference workshops, and a follow-up survey was also conducted. Records have been kept on the types of reference questions handled at both public libraries and McGoogan Library, and on the circulation of materials. Surveys of librarians and consumers were planned to assess the perceived value of the program. Data collection and reporting are not yet complete.

CONTACT: Marie Reidelbach
Project Director
McGoogan Library of Medicine
42nd and Dewey
Omaha, NE 68164

TELEPHONE: (402) 559-7088

ESSENTIAL PROGRAM ELEMENTS:

- Public libraries provide delivery point for consumer health information service
- University medical library provides statewide program of training and backup reference service

DISSEMINATION SERVICES:

- Program documentation
- Visits and consulting by arrangement

FUNDING SOURCES:

- Library Services and Construction Act

OAKLAND UNIVERSITY REFERENCE HOTLINE
KRESGE LIBRARY, OAKLAND UNIVERSITY
ROCHESTER, MICHIGAN

"University library provides reference hotline for a network of over 60 public libraries"

This regional library resource center in Michigan represents an unusual combination -- a university library teaming up with community public libraries to provide services to area residents. The Reference Hotline offers:

- in-depth rapid reference;
- interlibrary loan;
- bibliographic verification; and
- photocopying services.

Local libraries access the service through a direct telephone line.

The program began in 1972 as a one-year Library Services and Construction Act (LSCA) project serving the 38 public libraries in Oakland County, a largely suburban area near Detroit. It was so successful that the county assumed the funding and supported the program for the next 13 years. In 1986, sponsorship was taken over by the Wayne Oakland Library Federation (WOLF), and the service was extended to all 62 libraries in that two-county cooperative, plus two additional town libraries.

AN EMPHASIS ON SERVICE:

When the staff at a public library receive a patron request for a particular resource or type of information, they follow their usual procedures for locating and obtaining the item. Once they have exhausted their own library's resources, however, they have another loan source to try -- the Hotline. Unlike some systems that depend heavily on forms filled out and sent by mail, the Hotline operates almost exclusively by phone for both reference and loan services. Librarians may call in requests 24 hours a day. The staff is on duty Monday through Friday from 8 a.m. to 5 p.m.; at other times, an automatic telephone-answering machine records the requests, and even accepts charges for long-distance calls.

REFERENCE QUESTIONS:

Member libraries can call the Hotline with any question. On-line database searching, available since 1981, allows the Hotline librarian to provide quick answers. If a question requires a longer search, the public librarian may refer the patron to the university library's computer search service or to another public library that offers computer searching. The Hotline is able to answer 60 to 80 percent of all reference requests, with an average response time of three hours.

PROVIDING MATERIALS EFFICIENTLY:

Calls to the Hotline can also include requests for a specific monograph, with or without verification; requests for journal or newspaper articles; and requests for books. The interloan service aims for efficient and rapid response. The local library simply calls and asks for the item, with no need for forms or even complete bibliographic information. If the item is available, it is sent out on the WOLF van, which picks up materials twice weekly. Anything in Kresge Library that cannot be lent, such as serials, microforms, or documents, usually may be copied and mailed out. If the library does not own the book or journal, the Hotline will, if possible, locate a library that does.

KEEPING LIBRARIES UP TO DATE ON THE SERVICE:

The Hotline sponsors a workshop or open house every few years to acquaint public library staffs and trustees with the program and to provide information about the collection and new acquisitions. The workshops also cover such topics as computers used in the system, government documents, and reviews of highly used reference tools. In addition to inviting local librarians to visit the university library, the Hotline director visits their libraries in order to see their operations first hand, observe the strengths and weaknesses of their collections, and discuss needs and procedures.

The program also publishes materials that help to maintain communication throughout the system. "Hotstuff," a newsletter, includes information about changes in procedures or other new developments, special events, bibliographies, and giveaways of books by member libraries. In 1981, the program published a handbook explaining services and procedures for member librarians.

STAFFING AND COSTS:

The Hotline is run by one full-time librarian, with another member of the library faculty available to serve as a backup in her absence. There is also a full-time clerk and one part-time student assistant. An interlibrary loan clerk provides backup clerical support. The program was instituted in 1972 with a $25,000 grant; its 1986 total budget was $60,975.

CONTINUOUS GROWTH IN SERVICES:

Figures for the number of requests received by the Hotline from public library staffs indicate that the program has been successful in meeting a need in the area. In 1984, there were 13,135 requests: 5,733 references, 6,572 interloans, and 830 journal copy requests. This was an 11-percent increase over the previous year and 287 percent higher than in 1973, the first full year of operation.

CONTACT: Sharon Bostick
Assistant Professor/Hotline Librarian
Kresge Library, Oakland University
Rochester, MI 48063

TELEPHONE: (313) 370-2491

ESSENTIAL PROGRAM ELEMENTS:

- University library provides reference and loan services to local public libraries
- Local libraries access the system by phone

DISSEMINATION SERVICES:

- Program documentation
- Procedures handbook
- Newsletter
- Visits and consulting by arrangement

FUNDING SOURCES:

- Library Services and Construction Act (first-year grant)
- Local funds

BIBLIOGRAPHIC INSTRUCTION
EARLHAM COLLEGE
RICHMOND, INDIANA

"Bibliographic instruction teaches library patrons how to use the collections"

Earlham is a co-educational Quaker college with 1,100 students and a faculty of 80. It is primarily an undergraduate institution. There are two libraries on campus, the Lilly Library and the Wildman Science Library. The 42,000 square-foot Lilly Library is an unusually attractive and comfortable building with a variety of seating and study accommodations in a relaxed atmosphere. According to Evan Farber, Library Director of Earlham College, "It is important for students to learn how to use libraries both for the present needs of writing better papers and becoming independent learners and their future needs of being able to cope with the mass of information in business, professions, research or as ordinary citizens."

"This combination of excellent facilities, carefully planned instruction and individualized assistance has given real meaning to the phrase 'the library is the heart of the college' a phrase to which all too often only lip service is given. Earlham students are not just exposed to the library, but are required to learn how to use it well." (Lilly Library Orientation Brochure)

COURSE-RELATED INSTRUCTION:

Earlham's approach to bibliographic instruction is course-related. Instruction is integrated throughout the curriculum and is cumulative in nature. It is structured to adapt to the level of sophistication of the students. The program begins with required freshman courses and eventually leads to specialized instruction in advanced courses with discipline-specific research needs. As the students advance and develop their capabilities, the level of expectations for bibliographic instruction is extended.

Librarians actively involve themselves in the instructional process. Reference librarians note students' needs for specific reference materials. If many students appear to be receiving similar assignments or having similar difficulties with a reference search, then a reference librarian contacts the faculty member to see if a classroom instructional visit would be beneficial. The reference instruction typically is built into the course the next time it is offered. This approach means class presentation of the material is both appropriate and of immediate use to the students.

PROGRAM OBJECTIVES:

Five program objectives have guided the program. Early on, students are expected to recognize the differences between a high school library and a college library and note that a new approach to bibliographic materials may be needed. Secondly, students are taught to identify the most important and pertinent reference sources for their specific needs. Basic principles of a general search strategy are emphasized and students are shown how to apply these techniques to any library research topic. Since no one student can know about all that is available in the library, the role of the reference librarian is stressed. Finally, students are shown how to access resources outside the college library that may be useful.

FACULTY INVOLVEMENT:

This model program attempts to make the faculty "librarian-minded". The librarians are part of the teaching team and make intensive efforts to be known by the faculty. For example, when a new faculty member is hired, the librarian sends a letter indicating a willingness to assist in the instruction process: "Delighted to see that you are coming to our college. Is there anything that we can do for you?", etc. Librarians also meet with new faculty during their orientation. The focus of these early contacts is not on the collection itself but on how the library can be useful for faculty in teaching their courses. Information on faculty interests, courses and research is obtained, and notices of "books and articles of interest" are sent to faculty as new materials are received. The librarians work directly with faculty on collection development and in other ways to develop and maintain a working relationship.

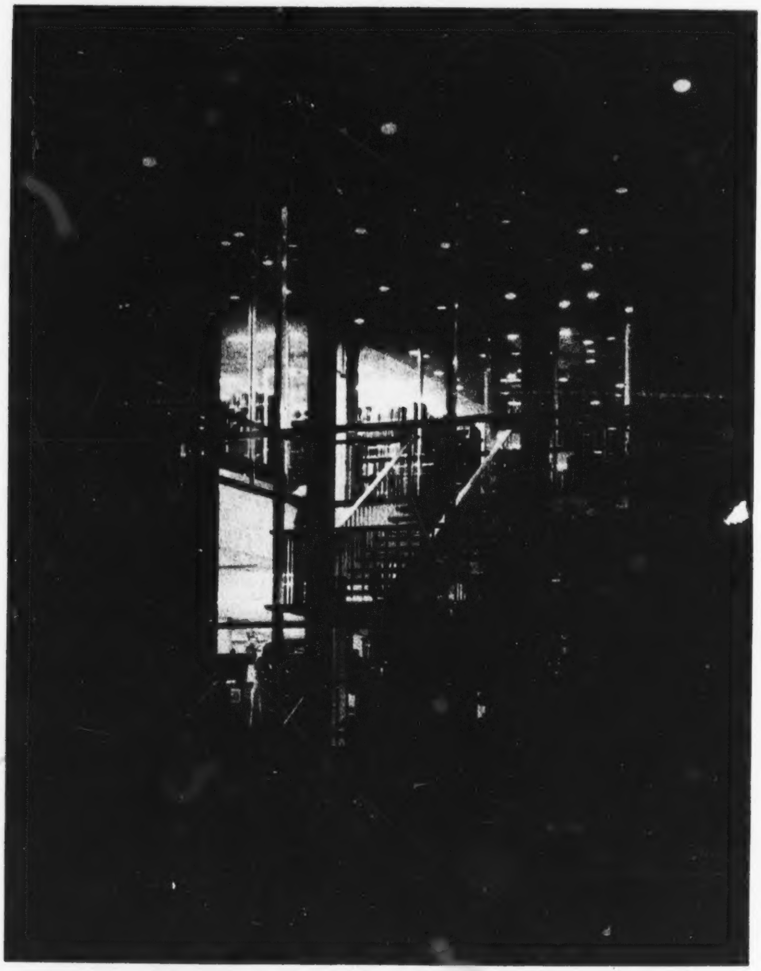
The faculty's acceptance of the value of this program is evident by their frequent appearances at other schools, at workshops and at professional meetings where they explain and extol the program, and by their continuing support and involvement on campus.

STAFFING AND COSTS:

The program is maintained through the regular library operating budget. According to one evaluation of the instruction program, "The increased use and efficiency of use of existing library materials within a library has made it easier to justify further expenses either in personnel or materials to enhance the institution and its library." Staffing requirements for the library include five and one-half professional librarians, approximately 50 student workers and four full-time non-professionals.

EVALUATION:

The success of the program is apparent from personal testimonials, faculty approval, administrative support and emulation of the program by other institutions. Earlham College has set up workshops on its bibliographic instruction component. These were initiated in 1977 and by 1986 over 200 institutions and 500 participants were involved in the sessions. Both librarians and faculty have participated. According to one Earlham faculty member, "A working familiarity with the use of the library can serve to achieve one of the most basic purposes of a liberal arts college. It can truly liberate the student to be a self-starter. Bibliographic instruction, when it is accomplished in the context of a substantive academic program and is done with practical rather than formal ends in mind, really frees the student by awakening her or him to the possibilities of the scholarly task. The feeling of achievement when one comes across a gem of information obtained only because one knew where to look is in a very real sense its own reward."



CONTACT: Evan Farber, Director
Earlham College Libraries
Earlham College
Richmond, IN 47374

TELEPHONE: (317) 962-6561

ESSENTIAL PROGRAM ELEMENTS:

- Course-related or course-integrated instruction
- Extends to all areas of curriculum
- Builds through students' four years
- Faculty and librarians working together
- Personalized reference service
- Flexibility and variety in presentations and assignments

DISSEMINATION SERVICES:

- Workshops
- Program information
- Consultations and visits by arrangement
- Articles in professional journals

FUNDING:

- Library budget

APPENDIX:

DEFINITIONS AND CRITERIA FOR TOPIC AREAS

SERVICES TO POPULATIONS WITHOUT LIBRARY/MEDIA CENTERS

Definitions

- public libraries that initiate service to communities without public library service
- school libraries that initiate library media service to school systems or individual schools without school library media services
- academic libraries that initiate library service to off-campus students
- special libraries such as
  - institutional libraries initiating service to staff, inmates or patients
  - hospital and health science libraries initiating service to staff, patients, and community

Criteria

1. Audience

Is the target audience identified by characteristics, size, and/or geographic location?

2. Need

Is the need for the project clearly documented? Is the needs assessment process creditable? What proof is there that the need exists?

3. Goals and objectives

Are the goals clear and the objectives time-based and client-centered?

4. Cooperation

Is there evidence of planning and cooperation with relevant community agencies and organizations that represent, serve or work with the target audience? Is there support from community/school/academic/institutional leadership for the initiation of the service?

5. Advisory groups

Is there an advisory group composed of target group members and representatives of community agencies and organizations to give regular feedback on the project and assist in modifying project methodology as necessary?

6. Methodology

Is the program implemented in a logical, effective and cost-efficient manner?

7. Collection

Is the collection of library materials* relevant to project goals and objectives and appropriate for the audience both in content and format? Is access to the collection easily and readily available in the library and/or through outreach programs?

8. Evaluation

Is there evidence of project evaluation? What criteria were used to evaluate the project? Were the objectives met? Is there evidence of project extensiveness (number of people reached) or effectiveness (impact of services provided)?

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* Library materials are defined as, "books, periodicals, newspapers, documents, pamphlets, photographs, reproductions, micro-forms, pictorial works, graphic works, musical scores, maps, charts, globes, sound recordings, slides, films, filmstrips, processed video and magnetic tapes, computer software, and materials designed specifically for the handicapped."

SERVICES TO POPULATIONS WITH INADEQUATE LIBRARY/MEDIA SERVICES

Definition

- geographical areas that have library service which is inadequate
- population groups who, as a group, receive inadequate library attention to their needs

This category would include programs that improve overall library service to a community, improve a specific type of library service (reference, children's), or services to meet the needs of previously unserved or poorly served groups (business, labor unions, day care centers, etc.).

Criteria for Improvement of Services to Populations with Inadequate Service

1. Audience

Is the target audience identified by characteristics, size, and/or geographic location?

2. Need

Is the need for the project clearly documented? Is the needs assessment process creditable? What proof is there that the need exists?

3. Goals and objectives

Are the goals clear and the objectives time-based and client-centered? Do the objectives specify some behavior change on the part of the target group (increased use of the collection, increased attendance at programs, higher scores on tests, etc.)? Is achievement of the objectives measurable or demonstrable?

4. Cooperation

Is there evidence of planning and cooperation with relevant community agencies, organizations and departments that represent, serve or work with the target audience?

5. Staff

Have staff (both professional and paraprofessional) been selected to include members of the target audience? Have staff been trained to be knowledgeable about and sensitive to the special needs of the target group?

6. Advisory group

Is there an advisory group composed of target group members and representatives of community agencies, organizations, institutional staff, to give regular feedback on the project and assist in modifying project methodology as necessary?

7. Methodology

Is the program implemented in a logical, effective and cost-efficient manner?

8. Collection

Is the collection of library materials relevant to project goals and objectives and appropriate for the audience both in content and format? Is access to the collection easily and readily available in the library and/or through outreach programs?

9. Evaluation

Is there evidence of project evaluation? What criteria were used to evaluate the project? Were the objectives met? Is there evidence of project extensiveness (number of people reached) or effectiveness (impact of services provided)?

Criteria for the Improvement of Inadequate Library Service

1. Audience

Is the target audience identified by characteristics, size, and/or geographic location?

2. Need

Is the need for the project clearly documented? Is there evidence of inadequacy and the criteria used to judge the inadequacy?

3. Goals and objectives

Are the goals clear and the objectives time-based? Are there measurable or demonstrable targets for improvement?

4. Cooperation/Advisory group

Is there evidence of cooperation with appropriate groups, organizations, departments to assist in the improvement of the service?

5. Staff

Have staff received appropriate training for the improvement of library service?

6. Methodology

Is the project implemented in a logical, effective and cost-effective manner?

7. Evaluation

Is there evidence of project evaluation? What criteria were used to evaluate the project? Were the objectives met? Was there demonstrable improvement in the targeted service area?

Sources for Criteria

Reference and Adult Services Division. Library Rights of Adults. American Library Association, 1970.

AFL-CIO/ALA Joint Committee on Library Service to Labor Groups. Library Service to Labor Groups, A Guide for Action. American Library Association, 1975.

Reference and Adult Services Division. A Commitment to Information Services: Developmental Guidelines. American Library Association, 1985.

Young Adult Services Division. Look, Listen, Explain, Developing Community Library Services for Young Adults. American Library Association, 1975.

SERVICES TO SPECIAL POPULATIONS - DISADVANTAGED

Definition

Disadvantaged persons are defined as those with socio-economic or educational deprivation (except the illiterate who are covered in another category) or who are culturally isolated from the general community.

Criteria

1. Audience

Is the disadvantaged target audience clearly defined both by size and disadvantage? (Generic need for library service is not sufficient.)

2. Need

Is the need for the project clearly documented? Is the needs assessment process creditable? What proof is there that the need exists?

3. Goals and objectives

Are the goals clear and the objectives time-based and client-centered? Are the objectives either measurable or clearly demonstrable?

4. Cooperation

Is there evidence of planning and cooperation with relevant community agencies and organizations or other academic departments that represent, serve or work with the disadvantaged target audience?

5. Staff

Have staff (both professional and paraprofessional) been trained to be knowledgeable about, and sensitive to, the make-up of the community or project disadvantaged target audience?

6. Advisory group

Is there an advisory group composed of client members and community agencies and organizations and other institutional departments which gives feedback on the project and assists in modifying project methodology as necessary?

7. Methodology

Is the project implemented in a logical, effective and cost-efficient manner?

8. Collection

Is the collection of library materials relevant to the project's goals and objectives and appropriate to the disadvantaged audience in both content and format? Are the materials and information readily and easily available to the disadvantaged target audience within the library and/or through outreach to the disadvantaged community? Are the materials free of stereotypes?

9. Evaluation

Is there evidence of project evaluation? What criteria were used to evaluate the project? Were the objectives met? Is there evidence of project extensiveness (number of people reached) or effectiveness (impact of services provided)?

Sources for Criteria

Task Force Committee of the Office for Library Outreach Services. Principles for the Development of Outreach Programs. American Library Association, 1979.

SERVICES TO SPECIAL POPULATIONS - HANDICAPPED

Definition

Handicapped persons are defined as those who are mentally retarded, hearing-impaired, speech-impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired or otherwise health-impaired.

Criteria

1. Audience

Is the target audience clearly defined both by size and disability?

2. Need

Is the need for the project clearly documented? Is the needs assessment process creditable? What proof is there that the need exists?

3. Goals and objectives

Are the goals clear and the objectives time-based and client-centered? Do the objectives specify some behavior change on the part of the target group (increased use of the collection, increased attendance at programs, increased scores on tests, etc.)? Is achievement of the objectives measurable or demonstrable?

4. Cooperation

Is there evidence of planning and cooperation with relevant community agencies, organizations, or academic departments that represent, serve or work with the handicapped target audience?

5. Technology and accessibility

Are appropriate technology or special devices used to aid in serving the target group? (TTD for hearing-impaired, Kurzweil machines or reading aids for the visually impaired; building fully accessible for orthopedically impaired in accordance with ANSI Specifications for Making Buildings and Facilities Accessible to and Usable by Physically Handicapped People.)

6. Staff

Have staff (both professional and paraprofessional) been selected to reflect, and/or trained to be knowledgeable about and sensitive to, the special needs of the handicapped target population? For example, are staff working with the deaf competent in sign language?

7. Methodology

Is the program implemented in a logical, effective and cost-efficient manner?

8. Advisory group

Is there an advisory group composed of the handicapped or family members of the handicapped and representatives of community agencies, organizations, and/or academic departments to give regular feedback on the project and assist in modifying project methodology as necessary?

9. Collection

Is the collection of library materials relevant to the project's goals and objectives and appropriate to the handicapped audience both in content and format? Are the materials and information readily and easily available to the handicapped target audience within the library and/or through outreach to the handicapped community? Are materials free of stereotypes?

10. Evaluation

Is there evidence of project evaluation? What criteria were used to evaluate the project? Were the objectives met? Is there evidence of project extensiveness (number of people reached) or effectiveness (impact of services provided)?

Sources for Criteria

Association of Specialized and Cooperative Library Agencies. *Revised Guidelines of Service for the Library of Congress Network of Libraries for the Blind and Physically Handicapped, 1984*. American Library Association, 1984.

Hagemeyer, Alice. *Deaf Awareness Handbook for Public Libraries*. District of Columbia Public Library, 1976.

American National Standards Institute, Inc. *American National Standard Specifications for Making Buildings and Facilities Accessible to and Usable by Physically Handicapped People*. American National Standards Institute, Inc., 1980.

SERVICES TO SPECIAL POPULATIONS - INSTITUTIONALIZED

Definition

Institutionalized persons are those in jails, prisons, mental health facilities, juvenile homes, nursing homes, and schools for the deaf and blind. Projects may also serve staff of these institutions.

Criteria

1. Audience

Is the institutionalized target audience clearly defined by size?

2. Need

Is the need for the project clearly documented? Is the needs assessment process creditable? What proof is there that the need exists?

3. Goals and objectives

Are the goals clear and the objectives time-based and client-centered? Are the objectives either measurable or clearly demonstrable?

4. Cooperation

Is there evidence of endorsement from and cooperation with the administration of the institution? Are institutional staff other than library staff involved in the planning and implementation of the project?

5. Staff

Have staff (both professional and paraprofessional) been selected and/or trained to be knowledgeable about and sensitive to the special needs of institutionalized persons and to the needs of institutional staff and administration?

6. Advisory group

Is there an advisory group composed, as appropriate, of target group members, family members, and institutional administration and staff to give regular feedback on the project and assist in modifying project methodology as necessary?

7. Methodology

Is the program implemented in a logical, effective and cost-efficient manner?

8. Collection

Is the collection of library materials relevant to project goals and objectives and appropriate for the institutionalized audience both in content and format?

9. Access

Are materials and information easily and readily available to the institutionalized population including regular daytime, evening, and weekend hours? Is access to materials possible for those who are physically restricted for security or physical reasons? Access to project services and materials should not be denied for non-library related disciplinary reasons.

10. Confidentiality

Are circulation and reserve records held in confidence?

11. Evaluation

Is there evidence of project evaluation? What criteria were used to evaluate the project? Were the objectives met? Is there evidence of project extensiveness (number of people reached) or effectiveness (impact of services provided)?

Sources for Criteria

Lucas, Linda, Editor. Library Services to Developmentally Disabled Children and Adults. Association of Specialized and Cooperative Library Agencies. American Library Association, 1982.

Jail Library Services Planning Committee. Guidelines for Library Services in Maryland Jails and Detention Facilities. Division of Public Library Development and Services, Maryland State Department of Education, 1983.

Library Standards for California State Department of the Young Authority Facilities Institutions and Camps. Department of Youth Authority, California, 1981.

American Correctional Association/American Library Association (ASCLA) Joint Committee on Institution Libraries. Library Standards for Adult Correctional Institutions. Association of Specialized and Cooperative Library Agencies, American Library Association, 1981.

Standards for Libraries at Institutions for Mentally Retarded Subcommittee. Standards for Libraries at Institutions for the Mentally Retarded. Association of Specialized and Cooperative Library Agencies, American Library Association, 1981.

Special Committee on Library Service to Prisoners. Jails Need Libraries Too. Health and Rehabilitative Library Services Division, American Library Association, 1974.

Bayley, Linda, Leni Greenfield, and Flynn Nogueira. Jail Library Service, A Guide for Librarians and Jail Administrators. Association of Specialized and Cooperative Library Agencies, American Library Association, 1981.

SERVICES TO SPECIAL POPULATIONS - ELDERLY

Definition

Elderly are defined as persons over 60 years of age, persons in senior citizen centers, and elderly confined to their own homes (shut-ins) or persons in nursing homes or retirement homes.

Criteria

1. Audience

Is the target audience clearly defined by age, size, and location?

2. Need

Is the need for the project clearly documented? Is the needs assessment process creditable? What proof is there that the need exists?

3. Goals and objectives

Are the goals clear and the objectives time-based and client-centered? Do the objectives specify some behavior change on the part of the target group (increased use of the collection, increased attendance at programs)? Is achievement of the objectives measurable or demonstrable?

4. Cooperation

Is there evidence of planning and cooperation with relevant community agencies and organizations that represent, serve or work with the elderly target audience?

5. Staff

Have staff (both professional and paraprofessional) been selected to represent the elderly and have staff been trained to be knowledgeable about and sensitive to the special needs of the elderly? Do staff exhibit and promote a positive attitude toward the aging process and older adults?

6. Advisory group

Is there an advisory group composed of the elderly and/or family members of the elderly and representatives of groups and organizations to give regular feedback on the project and assist in modifying project methodology as necessary?

7. Methodology

Is the program implemented in a logical, effective and cost-efficient manner?

8. Collection

Is the collection of library materials relevant to the project's goals and objectives and appropriate for the elderly both in content and format?

9. Access

Are material and information easily and readily available to the elderly at the library, or through regular delivery or programs?

10. Evaluation

Is there evidence of project evaluation? What criteria were used to evaluate the project? Were the objectives met? Is there evidence of project extensiveness (number of people reached) or effectiveness (impact of services provided)?

Sources for Criteria

Phillips, Julianne. We Make House Calls: A Manual of Procedures for Initiating a Home Service Program through a Small Public Library. Outreach and Special Services Division, Ohio Library Association, 1984.

Library Services to an Aging Population Committee. The Library's Responsibility to the Aging. Reference and Adult Services Division, American Library Association, 1981.

Library Service to Shut-ins Committee. Equal Access, A Manual of Procedures for Initiating a Public Library Home Service Program. Association of Specialized and Cooperative Library Agencies, American Library Association, 1979.

Committee on Library Service to an Aging Population. Guidelines for Library Services to an Aging Population. Reference and Adult Services Population, 1975.

SERVICE TO SPECIAL POPULATIONS - LIMITED ENGLISH-SPEAKING ABILITY

Definition

Persons with limited English-speaking ability are defined as persons who:

- can read and write in a language other than English but have little or no ability to read and/or write in English
- cannot read or write in any language

Criteria

1. Audience

Is the target audience clearly defined by size, location, language, and nationality?

2. Need

Is the need for the project clearly documented? Is the needs assessment process creditable? What proof is there that the need exists?

3. Goals and objectives

Are the goals clear and the objectives time-based and client-centered? Do the objectives specify some behavior change on the part of the target group (increased use of the collection, increased attendance at programs, higher scores on tests, etc.)? Is achievement of the objectives measurable or demonstrable?

4. Cooperation

Is there evidence of cooperation with relevant community agencies and organizations that represent, serve or work with the limited English-speaking?

5. Staff

Have staff (both professional and paraprofessional) been selected to represent the target nationalities and been trained to be knowledgeable about, sensitive to, and respectful of the special needs of the targeted nationality(ies)? Can staff speak some or all of the languages of the targeted nationality(ies)? Are such staff available all hours the library is open? Are non-project staff trained and supportive of the project?

6. Advisory group

Is there an advisory group composed of client members and community agencies and organizations to give regular feedback on the project and assist in modifying project methodology as necessary?

7. Methodology

Is the methodology innovative or unique in meeting the needs of the target audience? Alternatively, is a traditional methodology implemented in a manner to provide previously unavailable evidence of effectiveness?

8. Collection

Is the collection of library materials relevant to project goals and objectives and appropriate for the target nationality(ies) in content and format? Are there library materials in the native language(s) of the target group(s)? Are materials free of stereotypes?

9. Access

Are materials and information easily and readily available to the target group within the library and/or through outreach to the target community? During daytime, evening, and weekend hours?

10. Evaluation

Is there evidence of project evaluation? What criteria were used to evaluate the project? Were the objectives met? Is there evidence of project extensiveness (number of people reached) or effectiveness (impact of services provided)?

Sources for Criteria

Barneo, Laura, et.al. A Guide for Developing Ethnic Library Services. California Ethnic Services Task Force, 1979.

Questa, Yolanda, and Patricia Tarin. "Guidelines for Library Service to the Spanish-Speaking", Library Journal, July, 1978, pp. 1350-1355.

SERVICE TO SPECIAL POPULATIONS - NATIVE AMERICANS AND HAWAIIANS

Definition

Native American and Hawaiian persons are defined as persons who belong or whose ancestors belong to a governmentally recognized American Indian tribe or whose ancestors are Hawaiian natives.

Criteria

1. Audience

Is the target audience clearly defined by size, location, and identification as Indian or Hawaiian? If Indian, which tribe?

2. Need

Is the need for the project clearly documented? Is the needs assessment process creditable? What proof is there that the need exists?

3. Goals and objectives

Are the goals clear and the objectives time-based and client-centered? Do the objectives specify some behavior change on the part of the target group (increased use of the collection, increased attendance at programs, increased scores on tests, etc.)? Is achievement of the objectives measurable or demonstrable?

4. Cooperation

Has the project been endorsed by tribal leaders or a tribal council? Is there evidence of cooperation and planning with community organizations or agencies that represent, serve, or work with the targeted Indian or Hawaiian population?

5. Staff

Have staff (both professional and paraprofessional) been selected to represent the Indian/Hawaiian community? Have staff been trained to be knowledgeable about, sensitive to, and respectful of the Indian/Hawaiian special needs and cultural heritage?

6. Advisory group

Is there an advisory group composed of members of the Indian/Hawaiian community and or community agencies and organizations to provide feedback and assist in the modification of methodology as necessary?

7. Methodology

Is the program implemented in a logical, effective and cost-efficient manner?

8. Collection

Is the collection of library materials relevant to project goals and objectives and appropriate for the Indian/Hawaiian audience both in content and format? Are materials free of stereotypes?

9. Access

Are materials and information easily available within a library and/or through outreach to the target audience?

10. Evaluation

Is there evidence of project evaluation? Were the objectives met? Is there evidence of project extensiveness (number of people reached) or effectiveness (impact of services provided)?

Sources for Criteria

American Indian Materials and Service Committee. Factors in Serving American Indian Patrons. Reference and Adult Services Committee, American Library Association, n.d.

Adult Services Division Subcommittee on Indian Material, "Guidelines for the Evaluation of Indian Materials for Adults", ASD Newsletter, Volume VII, No. 3, Spring, 1971.

MODELS FOR PLANNING THE PROVISION OF LIBRARY MEDIA SERVICES TO A COMMUNITY

Definition

Projects that demonstrate a successful process of planning:

- public library services to a community;
- regional library services to different communities;
- multitype services to different communities;
- academic library services in an academic setting (community college, college, university);
- school library media services in a building or school system; or
- special library services to members of a selected group.

Criteria

1. Need

Is there evidence that a needs assessment of the library's community(ies) was done? Was the needs assessment creditable?

2. Current performance

Is there evidence that the library's current performance was evaluated in a comprehensive and systematic manner?

3. Cooperation

Is there evidence of participation in the planning effort by:

- institutional leadership
  - public library trustees
  - school or academic administration
  - special library organizational governance
- library leaders and staff
- client community (citizens, students, faculty, special library clientele)

4. Mission

Is there a clear mission for the library planning unit that sets it apart from other community agencies and from other libraries?

5. Goals

Are the goals clear and related to the mission and the needs revealed in the needs assessment? Do the library's goals relate to the goals of the parent institution?

6. Objectives

Are the objectives related to the goals, time-based, and client centered? Are the objectives measurable or demonstrable?

7. Strategies

Are strategies to reach the objectives clearly indicated and responsibilities defined?

8. Interlibrary cooperation

Does the plan include cooperative efforts with other libraries to obtain library materials and information not available in the planning library?

9. Optional components

Are there other components in the plan as appropriate, such as:

- priority setting;
- contingencies;
- collection;
- staff and staff roles;
- services;
- funding.

10. Evaluation

Did the planning process result in a written plan that was used over the life of the plan in decision-making? Were the objectives in the plan met? Is there evidence of evaluation and continued planning?

Sources for Criteria

Palmour, Vernon, et.al. A Planning Process for Public Libraries. Public Library Association, American Library Association, 1980.

COMMUNITY INFORMATION AND REFERRAL CENTERS

Definition

Community information and referral centers provide information about and referral to community agencies, organizations, institutions, governmental units, and other services. I&R centers may be designed to serve a limited clientele (such as students in a school or college or only the elderly) or offer information only on a specific subject (such as educational opportunities). Thus they are a linking agency between people and the community resources that can meet client needs. The definition of community used by the National Commission on Libraries and Information Science in their publication Community Information and Referral Services is applicable: "Community is a community of place *or* a community of interest."

Criteria

1. Audience

Is the target audience defined by characteristic, geographic area, or topic/interest?

2. Need

Is the need for the project clearly documented? Is the needs assessment process creditable? What proof is there that the need exists?

3. Goals and objectives

Are the goals clear and the objectives time-based and client-centered? Is the achievement of the objectives measurable or demonstrable?

4. Cooperation

Does the project show ongoing cooperation with community agencies or academic departments in the planning and implementation of information and referral services?

5. Staff

Are the staff selected and trained to communicate with a wide range of people, listen and identify client needs, analyze problems and make accurate referrals, be persistent in follow-up of referrals, and respect the confidentiality of all clients beyond necessary referrals?

6. Advisory Group

Is there an advisory group composed of target group members and representatives of community agencies and organizations to give regular feedback on the project and assist in modifying project methodology as necessary?

7. Collection

Is the information about community resources maintained so that accurate, up-to-date information is always available? Is information accessible by agency name, subject area, and geographical area served?

8. Methodology

Is there a mechanism for regular follow-up of the client or agency to which the client was referred to verify that the service or information was provided? Is it policy to maintain confidentiality about client problems and needs?

9. Access

Is the service open and staffed by trained staff during daytime, evening, and weekend hours? Can clients contact the service both in person and by telephone?

10. Evaluation

Is there evidence of project evaluation? What criteria were used to evaluate the project? Were the objectives met? Is there evidence of project extensiveness (number of people reached) or effectiveness (impact of services provided)? Is there evidence that an analysis of client needs and services to meet those needs results in improved planning of human services by identifying the inadequacy of present services, overlaps, gaps, duplications, and unmet needs?

Sources for Criteria

Community Information and Referral Task Force. *Community Information and Referral Services*. National Commission on Libraries and Information Science, 1983.

Mednick, Ruth. *LSCA Impact Study: Community Information Services in Twelve Maryland Public Libraries*. Health and Welfare Council of Central Maryland, 1982.

National Standards for Information and Referral Services. United Way of America, 1973.

Community Information Section. *Guidelines for Establishing Community Information and Referral Service in Public Libraries*. Public Library Association, revised edition of 1980 Guidelines.

REGIONAL LIBRARY RESOURCE CENTERS

Definition

A Regional Library Resource Center is a library that serves as a back-up resource for information, materials, and reference for other libraries.

Criteria

1. Audience

Is the target audience identified by geographic location and relationship to each other? Does the project address both the audience of member libraries and people living within the service areas of those member libraries?

2. Need

Is the need for the project clearly documented? Is the needs assessment process creditable?

3. Goals and objectives

Are the goals clear? Do the objectives indicate the level of performance expected of the resource library? Is achievement of the objectives measurable or demonstrable?

4. Cooperation and advisory group

Is there an advisory group of member libraries who can provide feedback on resource library performance and assist in future planning?

5. Methodology

Is the program implemented in a logical, effective and cost-efficient manner?

6. Collection

Is the collection of library materials relevant to project goals and objectives and appropriate for the audience both in content and format? Is access to the collection easily and readily available in the library and/or through outreach programs?

7. Evaluation

Is there evidence of project evaluation? What criteria were used to evaluate the project? Were the objectives met? Is there evidence of project extensiveness (number of people reached) or effectiveness (impact of services provided)?

INSTRUCTION IN LITERACY

Definition

A literacy program is defined as a project designed to help individuals improve their ability to read, write, or comprehend or to perform basic arithmetical computations.

Illiteracy is the inability to read, write, or comprehend or to perform basic arithmetical computations. Functionally illiterate adults are adults whose minimal skills in reading, writing, comprehension, or in performing basic arithmetical computations, precludes them from functioning in society without assistance from others.

Library programs to serve the illiterate and functionally illiterate might include special collection development, information and referral to community literacy programs, teacher training, and/or direct teaching of students.

Library literacy projects should include substantial interaction with teachers and students achieved either by direct library sponsorship of the project or by full library participation in a community literacy consortium of several agencies.

Criteria

1. Audience

Is the target audience identified by size, literacy level, and location?

2. Need

Is the need for the project clearly documented? Is the needs assessment process creditable? What proof is there that the need exists? Are there other agencies in the community or school/college/university that provide literacy services and what new service would the library provide?

3. Mission

Is there a clear statement of purpose or mission for the library program that defines its scope?

4. Goals and objectives

Are the goals clear and the objectives time-based and client-centered? Do the objectives specify some behavior change on the part of the target group? Is achievement of the objectives measurable or demonstrable? Is there a written statement of "expected learner results" which reflects the level of outcomes "successful" adult learners will experience? Is the library's role in achieving these outcomes clear?

5. Cooperation

Is there evidence of planning and cooperation with relevant agencies, organizations, departments that represent, serve or work with the illiterate/functionally illiterate target audience? What is the relationship of the library's literacy program to other literacy programs?

6. Staff

Does the ethnic composition of the project staff and volunteers reflect that of the target learner population? Have staff been trained to be knowledgeable about and sensitive to the special needs of the illiterate and functionally illiterate? What is the retention rate of volunteer tutors?

7. Advisory group

Is there an advisory group composed of representatives from agencies, organizations, departments concerned with literacy activities to give regular feedback on the project and assist in modifying project methodology as necessary?

8. Methodology

Is the program implemented in a logical, effective and cost-effective manner?

9. Collection

Is the collection of library materials relevant to project goals and objectives and appropriate for the audience both in content and format?

10. Access

Is access to the collection and tutoring available during daytime, evening and weekend hours with maximum flexibility to meet the needs of the students?

11. Evaluation

Is there evidence of project evaluation? What criteria were used to evaluate the project? Were the objectives met? Is there evidence of project extensiveness (number of people reached) or effectiveness (impact of services provided)? Are regular assessments of student's progress made? Does an annual evaluation assess to what extent adult learners are experiencing intended results?

Sources for Criteria

Mayer, Steven. Guidelines for Effective Adult Literacy Programs. B. Dalton Bookseller, 1984.

LIBRARY CONTINUING EDUCATION PROGRAMS

Definition

This category includes efforts by any type of library to continue the education of professional or paraprofessional staff. It includes activities called staff development or in-service training.

Criteria

1. Audience

Is the target audience of the continuing education effort clearly indicated by size and characteristics?

2. Need

Have representatives of the target group participated actively in the needs assessment process? Is the target group's (participants') level of current need or expertise clearly defined?

3. Goals and objectives

Are there specific, measurable, and/or observable learning objectives stated in one or more of the following areas: (1) changes in attitude and approach to the solution of problems; (2) acquisition (or mastery) of new knowledge or the revision of outdated knowledge in specific skills, techniques, and procedures? Do the objectives focus on learning that can be applied by the learner to situations beyond the boundaries of the learning environment?

4. Cooperation

Is there evidence of planning and cooperation among relevant departments, libraries, and organizations to ensure successful continuing education?

5. Staff

Are instructional staff qualified by education or experience to provide quality instruction in the subject-matter area?

6. Methodology and learning materials

Is the methodology conducive to the learning of adults? Are the format, materials, and learning design appropriate to the learning objectives? Are appropriate formats (workbooks, A-V, technology) used to increase learning potential? Does publicity about the learning activity clearly indicate learning objectives, intended audience, and methodology to be used?

7. Evaluation

Were learning objectives met? Did participants manifest the desired learning behavior? Did participants evaluate the learning activity as meeting the objectives at the conclusion of the workshop? Was a follow-up evaluation done at a later date to ascertain long-term effect of learning activities?

Sources for Criteria

Continuing Library Education in Maryland Committee. CLEM Planner's Packet for Continuing Education Offerings. Maryland State Department of Education, 1982.

Council on the Continuing Education Unit. Principles of Good Practice in Continuing Education. Council on the Continuing Education Unit, 1984.

Waddle, Linda. Cheap CE, Providing Continuing Education with Limited Resources, A Practical Guide. Young Adult Services Division, American Library Association, 1981.

National Council on Quality Continuing Education for Information, Library, Media Personnel. A Program for Quality in Continuing Education for Information, Library and Media Personnel: Policy Statement, Criteria for Quality and Provider Approval System. 1980.

NEW TECHNIQUES FOR DISSEMINATING INFORMATION ABOUT LIBRARY RESOURCES TO THE RESEARCH COMMUNITY

Definition

This category includes efforts of major research libraries and large academic libraries to inform the research community about library resources.

Criteria

1. Audience

Is the target audience identified by characteristic, size, and/or research needs?

2. Need

Is the need for the project clearly documented? Is the needs assessment process creditable? What proof is there that the need exists?

3. Goals and objectives

Are the goals clear and the objectives time-based and client-centered? Do the objectives specify some behavior change on the part of the target group (increased use of the collection, increased attendance at programs, etc.)? Is achievement of the objectives measurable or demonstrable?

4. Cooperation

Is there evidence of planning and cooperation with faculty and academic departments in planning dissemination techniques?

5. Methodology

Is the program implemented in a logical, effective, and cost-efficient manner?

6. Collection

Is access to the collection easily and readily available in the library and/or through external dissemination programs?

7. Evaluation

Is there evidence of project evaluation? Were the objectives met? Is there evidence of project extensiveness (number of people reached) or effectiveness (impact of services provided)?

FORMAL INSTITUTIONAL AGREEMENTS LINKING LIBRARY MEDIA CENTERS OF ALL TYPES, INCLUDING THOSE IN THE PRIVATE SECTOR

Definition

This category includes efforts to link all library resources within a given geographic area, regardless of which library owns the materials. It includes efforts to link public, academic, and special libraries and school library media centers.

Criteria

1. Audience

Is the audience for the cooperative endeavor clearly indicated by geographical area and types of libraries?

2. Need

Is the need for the project clearly documented? Is the needs assessment process creditable? What proof is there that the need exists?

3. Mission statement

Is there a statement that indicates the rationale for and purpose for the cooperative resource-sharing endeavor?

4. Goals and objectives

Is there a plan of service that outlines goals and objectives for a period of time (one to five years)? Are the objectives time-based and measurable and/or demonstrable? Is some governing unit held accountable for the achievement of the goals and objectives in the plan of service?

5. Cooperation

Is there a formal agreement of cooperation? Is there a legal basis for the cooperation in state, regional or local law allowing and promoting sharing of library resources? Are eligibility for and terms of membership in the cooperative endeavor clearly indicated including as many types of libraries as possible? Are the conditions under which materials are shared administered equally among participants?

6. Governance/Advisory groups

Is there a governing body authorized to monitor performance of the cooperative and instigate needed changes? Is there an advisory group for future planning and to give regular feedback from members of the cooperative?

7. Methodology

Is the program implemented in a logical, effective and cost-efficient manner?

8. Evaluation

Are the services and performance of the cooperative evaluated on a regular basis? Are changes made in cooperative services based on the evaluation? Are objectives in the plan of service met on a regular basis?

Sources for Criteria

Multi-type Library Cooperation Section Legislation Committee. Multi-type Library Cooperation State Laws with Regulations. Association of Specialized and Cooperative Library Agencies, American Library Association, 1983.

PROGRAMS TO TEACH STUDENTS HOW TO GATHER, EVALUATE, AND USE INFORMATION AVAILABLE THROUGH LIBRARIES

Definition

This category goes beyond simple bibliographic instruction in library use to evaluating the information gathered and using the information in a meaningful way.

Criteria

1. Audience

Is the target audience identified by characteristics, size, and/or geographic location?

2. Need

Is the need for the project clearly documented? Is the needs assessment process creditable? What proof is there that the need exists?

3. Goals and objectives

Are the goals clear and the objectives time-based and client-centered? Do the objectives specify some behavior change on the part of the target group (increased use of the collection, increased attendance at programs, increased scores on tests, etc.)? Is achievement of the objectives measurable or demonstrable?

4. Cooperation

Is the academic community involved in the formulation of objectives and the evaluation of their attainment? Is there evidence of cooperation with faculty, administration, and curriculum planners?

5. Staff

Is the media center staff interested and creative in providing assistance in curriculum implementation?

6. Methodology

As a result of the methodology, can the students:

- o knowledgeably use the media center facilities;
- o select and use appropriate material for curriculum or leisure;
- o demonstrate skill in analyzing, interpreting, organizing and evaluating information; or
- o demonstrate skill in communication, including production of oral, written, and visual material.

8. Collection

Is access to the collection easily and readily available in the school library media center and in outreach activities in the classroom? Do all students have an opportunity to visit the library as often as necessary? Does the materials collection provide for the complete range of student achievement?

9. Evaluation

Is there evidence of project evaluation? What criteria were used to evaluate the project? Were the objectives met? Is there evidence of project extensiveness (number of people reached) or effectiveness (impact of services provided)?

Sources for Criteria

Performance Criteria for Evaluating the Library/Media Program in Michigan Schools. Michigan Department of Education, n.d.

Guidelines for Media Programs in Michigan Schools. Michigan Department of Education, 1979.

Job Descriptions for Media Personnel. Michigan Association for Media in Education, 1980.

A Library Media Guide for Vermont Schools. State of Vermont Department of Education, 1981.

Information Skills for Tennessee. Tennessee Department of Education, 1985.

Guidelines for Indiana School Media Programs. Indiana Department of Public Instruction, 1978.

Libraries Skills Curriculum Activities/Objectives K-12. Media Services, Maine State Library, 1984.

Media Programs: Guidelines for Maine Schools. Department of Educational and Cultural Services, 1977.

Maine School Library Media Programs. Maine State Library, unpublished draft, 1985.

Media Program Recommendations, Guidelines for School Media Programs at the Individual School and Administrative Unit Levels. Division of Educational Media, North Carolina State Department of Public Instruction, 1981.

Recommended Standards for Educational Library Media Programs. Illinois State Board of Education, 1983.

Standards for School Library Media Programs in Maryland. Maryland State Department of Education, unpublished draft.

Mississippi School Library Media Programs: A Guide for Management. Bureau of School Improvement, State Department of Education, 1985.

Instructional Objectives for Information Retrieval and Media Production. Montgomery County Public Schools, 1978.

MODELS FOR JOINT LIBRARY/TEACHER INVOLVEMENT IN STUDENT LEARNING

Definition

This category includes projects where library staff and faculty jointly plan and implement student learning that integrates library use and materials with the curriculum and instructional program.

Criteria

1. Audience

Is the target audience identified by characteristic, size, and/or geographic location?

2. Need

Is the need for the project clearly documented? Is the needs assessment process creditable? What proof is there that the need exists?

3. Goals and objectives

Are the goals clear and the objectives time-based and client-centered? Do the objectives specify some behavior change on the part of the target group (increased use of the collection, increased attendance at programs, increased scores on tests, etc.)? Is achievement of the objectives measurable or demonstrable? Does the media program have written goals and objectives which correlate with curricular goals and objectives?

4. Cooperation

Is the school library media specialist a full participant in school curriculum planning and development? Do teachers and media specialists develop jointly the direction for meeting the teachers' instructional objectives? Do the school library media specialists provide advice on which materials will be most effective in supporting the instruction program of the teacher?

5. Staff

Does the school library media center staff have knowledge of and understand the local curriculum objectives? Is the media center staff innovative and creative in providing assistance in curriculum implementation?

6. Advisory groups

Is there an advisory committee composed of school library media center staff, teachers representing different subject areas and grades, students, parents, and the school administration? Does this advisory committee give regular feedback on the project and assist in modifying methodology as appropriate?

7. Collection

Is collection development of media resources correlated with curricular activities, units, and textbooks? Do faculty and students participate in the development of a selection policy and in material selection? Does the materials collection provide for the complete range of student achievement?

8. Evaluation

Is there evidence of project evaluation? What criteria were used to evaluate the project. Were the objectives met? Is there evidence of project extensiveness (number of people reached) or effectiveness (impact of services provided)? Does the school library media specialist solicit evaluation from students, faculty, and administration? Does the evaluation process determine the validity and/or effectiveness of instructional materials and processes?

Sources for Criteria

Performance Criteria for Evaluating the Library/Media Program in Michigan Schools. Michigan Department of Education, n.d.

Guidelines for Media Programs in Michigan Schools. Michigan Department of Education, 1979.

Job Descriptions for Media Personnel. Michigan Association for Media in Education, 1980.

A Library Media Guide for Vermont Schools. State of Vermont Department of Education, 1981.

Information Skills for Tennessee. Tennessee Department of Education, 1985.

Guidelines for Indiana School Media Programs. Indiana Department of Public Instruction, 1978.

Libraries Skills Curriculum Activities/Objectives K-12. Media Services, Maine State Library, 1984.

Media Programs: Guidelines for Maine Schools. Department of Educational and Cultural Services, 1977.

Maine School Library Media Programs. Maine State Library, unpublished draft, 1985.

Media Program Recommendations, Guidelines for School Media Programs at the Individual School and Administrative Unit Levels. Division of Educational Media, North Carolina State Department of Public Instruction, 1981.

Recommended Standards for Educational Library Media Programs. Illinois State Board of Education, 1983.

Standards for School Library Media Programs in Maryland. Maryland State Department of Education, unpublished draft.

Mississippi School Library Media Programs: A Guide for Management. Bureau of School Improvement State Department of Education, 1985.

Instructional Objectives for Information Retrieval and Media Production. Montgomery County Public Schools, 1978.

PUBLIC LIBRARY FACILITIES WHICH ARE FUNCTIONALLY EFFICIENT AND CONDUCIVE TO LEARNING

Definition

This category focuses on the design and layout of libraries and of the equipment in them, and of their materials.

Criteria

1. Audience and need

Is the community the library serves clearly identified by size and characteristics? Was there a needs assessment that shows the community's present and future learning needs?

2. Goals and objectives

Is the role of the library as a learning center clearly reflected in the library's written goals and objectives?

3. Cooperation

Is there evidence of planning and cooperation with other institutions of learning in the community?

4. Methodology

Does the library facility reflect the library's priorities and service programs as a learning center? In what way are the library's facilities supportive of the learning process and conducive to learning? Do the library's materials reflect the learning needs of the community? Does the public find the facilities easy to use, and are they so situated or structured as to enhance learning?

5. Evaluation

Is there evidence of evaluation of the library facility and its relation to learning?

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